

THEORY AND PRACTICE IN NEGRO COLLEGES
UNDERLYING THE PREPARATION OF
TEACHERS OF THE SOCIAL STUDIES
FOR SECONDARY SCHOOLS

by

Earl Edgar Dawson
B. S., Kansas State College, 1926
M. A., State University of Iowa, 1931

Submitted to the Department of Education and the Faculty of the Graduate School of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Advisory Committee:

E. C. Baynes.
Chairman

F. P. O'Brien

Charles B. Realey.

April, 1942

ACKNOWLEDGMENTS

To Professors Ernest E. Bayles, F. P. OBrien, and C. B. Realey I am deeply indebted for helpful counsel, encouragement and guidance throughout my residence at the University of Kansas and especially in the planning and development of this study.

I am also grateful for the assistance given me in the preparation of this study by the many teachers and administrative officers in the twenty-four colleges which I visited. All gave unsparingly of time and effort in supplying data which form the main body of this study. Without their helpful cooperation this study would have been impossible.

Finally, to my wife, Anna F. Dawson, I acknowledge my debt of gratitude for encouragement and for valuable help in tabulating the material of the study.

E. E. D.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	11
LIST OF TABLES	x1
CHAPTER	PAGE
I. INTRODUCTION	
Historical Background	1-3
Recent interest in Teaching Training	3-5
Implications for a Teacher-education College.	6
Statement of Problem	9
Purpose of Study	9
Significance of Study	10
Assumptions of Study	10
Definition of Terms	11
Procedures	12
Scope of Investigation	15
Organization of Study	18
II. CURRENT STUDIES OF TEACHER EDUCATION	
The Commonwealth Study	20- 22
The Pennsylvania Study	22- 28
National Survey of Teacher Education	28- 32
Atkins' Study	34- 35
Lee's Study	36- 37
Summary	37- 38
III. FINDINGS AND INTERPRETATIONS	
Introduction	39
Gathering the Data	40
Teachers Who Participated in Study	41- 52

CHAPTER	PAGE
A. Philosophical Conception Upheld by Individual Teachers	52-64
Summary or Philosophical Conception upheld by Teachers	65-67
B. Social and Educational	
Outlooks of Teachers Who Participated in This Study	
Some Conflicting Conceptions of Democracy	68-70
Concepts of Democracy Upheld by Teachers Who Participated in This Study	73
Classification of Teachers' Conceptions of Democracy	72-79
The Opinions of Teachers in Regards to a Fundamental Purpose of Education in America Democracy	81-93
The Opinions of Teachers in Regards to a Fundamental Purpose of Higher Education in a Negro College	81-93
Classification of Teachers' Opinions With Reference to a Fundamental Purpose of Education in American Democracy and in a Negro College	80-93
Factors Which Individual Teachers Believe Ought to be Considered by Administrator and Teacher When Formulating a Teacher-Training Program for	

CHAPTER	PAGE
Prospective Teachers in the Social Studies ..	99-105
Opinions of Teachers in Regards to an In- clusive Purpose Which Ought to Underly Teacher-Training Programs Designed to Pre- pare Teachers in the Social Studies for Secondary Schools	106-112
Summary of Social and Educational Outlooks of Teachers	114-118
C. Instructional Practice of Teachers Who Participated in This Study	119
Dominant Purposes of Teachers in Teaching a Given Course	122-133
Concepts Which Teachers Consider Most Im- portant for Study in Certain Courses	135-141
Measures or Devices Used by Teachers to Ascertain Ideas or Attitudes of Students Toward Concepts to be Studied	142-143
Teaching Procedure Most Favored by Teachers .	
Teaching Procedure Least Favored by Teachers .	146
Freedom of Teachers from Administrative Restrictions in Determining Subject Matter of Their Courses	147
Criteria That Teachers Use to Guide Their Choice of Subject Matter	148
Procedures Used by Teachers to Enlist Aid of Students in Selecting Subject Matter of Courses	149-151

CHAPTER	PAGE
Measures and Devices Used by Teachers to Measure Educational Growth of Students	155-160
How Teachers Measure Modifications and Growth of Attitudes	162
Conditions Which Have Led Teachers to Modify or Change Concepts Studied in Their Courses ..	165
Efforts Made by Teachers to Adopt Content of Courses to Differing Abilities of Students	167
Summary of Educational Practices of Teachers Who Participated in this Study	168-173
IV D. Institutional and Departmental Policies with Reference to the Education of Prospective Teachers in the Social Studies	174
Number of Social Science Staff Members at Colleges Included in This Study	176-177
Student Majors in Social Science at College Included in This Study	176-177
Departmental Organization of Social Science Staff Members	178-179
Requirements That Institutions Make with Reference to Concentration for Advance Student Work in Social Science	180
Professional Courses in Education Required of Prospective Teachers	181
Procedures Used to Add New Courses or to Discontinue Old Ones	182

CHAPTER	PAGE
Administrative Devices Used to Coordinate Instruction Among Subject Matter Fields in Social Science	183
Concern of Departments of Social Science with Problems of Course Objective, Course Content, and Course Outcomes	185
Curriculum Revision Programs Underway	187
Efforts of Social Science Departments to Evaluate Effectiveness of Instruction in Lives of Students	190-191
Institutional Policies with Reference to Curriculum Changes	191-194
Methods of Arranging and Approving a Students Program of Studies	194-196
Responsibility for Determining the Competency of Staff Members of the Social Science Department	196
Provisions Made Available by Colleges for a Student to Acquire Teaching Experience ...	198
Requirements That Institutions Make as Prerequisite to the Course in Student-Teaching	199

CHAPTER	PAGE
Length of Student-Teaching Course, in Clock-Hours	201
Dominant Purpose of Student-Teaching Courses	203- 204
Changes Which Heads of the Departments of Social Science Believe Ought to be Made in Existing Student-Teaching Programs	205
Summary of Institutional and Departmental Policies with Reference to the Education of Prospective Teachers in the Social Studies ..	206-210
IV. A. GUIDING PHILOSOPHY FOR THE EDUCATION OF PROS- PECTIVE TEACHERS OF NEGRO YOUTH IN HIGH SCHOOL .	
Basic Assumptions	211
Conflicting Conceptions of Democracy	212
Implications of the American Tradition of Democracy for a Program of Education	214
A Fundamental Purpose of Education in a Democratic Society	214-219
The Function of the Student in the Edu- cation Process	221-223
Guiding Principles for Choice of Subject Matter and Method	223-226
Principles to be Considered When Formulating a Teacher-Education Program for Prospective Teachers of the Social Studies in High Schools for Negro Youth	227-229

CHAPTER	PAGE
Principles for Appraising Theories and Practices of Teachers in Negro College	230-231
V. SUMMARY AND APPRAISAL OF FINDINGS	
Statement of Findings	232-241
Appraisal of Findings	241-251
VI. CONCLUSIONS AND RECOMMENDATIONS	
Conclusions Emanating from Study Regarding Theories and Practices of Teachers	253-254
Conclusions Emanating from Study Regarding Institutional and Departmental Policies of Colleges with Reference to Teacher Training.	254-255
Recommendations Regarding Changes in Existing Programs of Teacher-Education	256-258
Suggestions for Further Research	258
BIBLIOGRAPHY	278-283
APPENDIX	

LIST OF TABLES

TABLE	PAGE
I. Qualifications of Teachers as Indicated by Degrees Held	42
II. When Last Degree Was Received by These Teachers	42
III. Institutions Attended and From Which Teachers Participating in This Study Received Degrees	43
IV. Academic Fields Represented by Teachers Participating in This Study	45
V. College Teaching Experience of Teachers Participating in This Study Number and Percentage of Teachers Inter- viewed According to the Number of Their Years of Teaching Experience	46
Number and Percentage of Teachers Inter- viewed According to the Number of Their Years Employed by Institutions in Which They Are Now Working	46
VI. Courses Offered by 89 Social Science Teach- ers, During Spring Term, 1940-41	47-48
VII. Education Courses Offered by 28 Teachers During Spring Term, 1940-41	49

TABLE

PAGE

VIII.	School Duties Other Than Teaching Performed by the Staff Members in Social Science and Education Who Participated in This Study	50-51
IX.	Philosophical Propositions Upheld by Teachers of Social Science and Education	59-61
X.	Distribution of Opinion among Teachers of Social Sciences and Education with Respect to the Propositions Listed ...	62-64
XI.	Summary of Findings with Reference to Philosophical Conceptions Upheld by Teachers in Social Science and Education	65-67
XII.	Interview Response of Teachers to the Request: "In a brief statement give your definition of democracy."	73-79
XIII.	Summary of Teachers' Responses, According to Writer's Interpretation of Their Definitions with Reference to the Mean- ing of Democracy	80
XIV.	Opinions of Teachers in Social Science and Education in Regards to the Funda- mental Purpose of Education (1) In American Democracy and (2) In a Negro College	81-92

TABLE	PAGE
XV. A Summary of Teacher's Opinions as Reported in Table XIV	93
XVI. Interview Responses of Teachers to Question: "In the education of prospective teachers of the social studies for a secondary school, what factors ought to be considered by administrator and teacher?"	99-104
XVI-A. Summary of Teachers' Responses, as Reported in Table XVI and Classified by the Writer, for the Classification Indicated	105
XVII. Interview Responses of Teachers to the Question: What Inclusive Purpose in Your Opinion Ought to Underly Teacher-Training Programs designed to Prepare Prospective Teachers in the Social Studies in High Schools."	106-112
XVII-A. Summary of Teachers' Responses, As Reported in Tables XII, XIV, XVI, and XVII, by the Writer, for the Classification Indicated	113
XVIII. Summary of Teachers' Responses, As Reported in Tables XII, XIV, XVI, and XVII, by the Writer for the Classification Indicated	114-115

TABLE

PAGE

XVIII-A.	The Extent to Which Teachers Support or Have Failed to Support Various View-points Consistently	116-118
XIX.	Interview Responses of Teachers to the Request: "Indicate Your Dominant Purpose or Aim in Teaching a Given Course." ...	122-132
XX.	Summary of Teacher's Responses, as Reported in Table XIX, by the Writer for the Classification Indicated	133-
XXI.	Interview Responses of Individual Teachers to the Request: "In Order to Reach Desired Goals, What Concepts Do You Consider Most Important for Study?"	135-141
XXII.	Interview Responses of Individual Teachers to the Question: "What Measures or Devices Are Used to Ascertain Ideas or Attitudes of Students Towards Concepts (Listed in Table XXI) upon Entering the Course?	142-143
XXIII.	Summary of Responses of Teachers with Reference to Teaching Procedures That Are Most Favored for Purposes of Achieving Objectives Summarized in Table XIX	145

XXIV.

TABLE

PAGE

XXIV.	Summary of Responses of Teachers with Reference to Teaching Procedures Which They Consider Least Desirable, All Other Conditions Being Equal, in Achiev- ing Objectives Listed in Table XIX	146
XXV.	Summary of Those Factors Which As Teachers Assert, Determine Content (Subject Matter) of Courses Listed in Table XIX .	147
XXVI.	Summary of Teachers' Opinions Upheld in Practice with Reference to Guiding Principles for Choice of Subject- Matter	148
XXVII.	Procedures Used by Individual Teachers to Enlist Help of Students in Determin- ing Content of Courses Listed in Table XIX.	149-151
XXVIII.	Summary of Responses of Teachers to the Question: "Is There a Minimum Body of Knowledges and Skills That Students Must Learn in Order to Pass the Course?".	154
XXVIII-A.	Summary of Responses of Teachers to Question 14 As Indicated	154
XXIX.	"What Educational Measures Are Used to Determine the Extent of Educational Growth During the Progress of the Course?"	155-160

TABLE

PAGE

XXX.	Summary of Teachers' Replies to the Question As Indicated in Table XXIX	161
XXXI.	Summary of Responses of Teachers to the Question: "How Do You Measure Modifi- cations and Growth of Attitudes?"	162
XXXII.	Summary of Responses of Teachers with Reference to Conditions or Influences Which Have Led to Recent Changes in Concepts Studied in Courses As Listed in Tables XIX	165-166
XXXIII.	Summary of Responses of Teachers to the Question: "What Efforts Are Made to Adopt Content of Courses (See Table XIX) to the Differing Abilities of Students?" ..	167
XXXIII-A.	Summary of Theoretical Points of View Up- held in Practice by Individual Teachers with Reference to Educational Practices As Indicated	168-169
XXXIV.	Number of Staff Members and Student Majors in Social Science during the Spring Term, 1940-41, in Those Colleges In- cluded in This Study	176-177
XXXV.	Purposes of Departmental Organizations of Social Science Staff Members, As Ex- pressed by the Chairmen of the De- partments	178-179

TABLE

PAGE

XXXVI.	Methods of Concentration for Advanced Student Work in Social Science, As Reported by the 24 Colleges	180
XXXVII.	Professional Courses in Education Required, in the 24 Colleges, of Social Science Majors Who Plan to Teach in a Secondary School	181
XXXVIII.	Procedures Which the 24 Colleges Use When Adding New Courses and in Discontinuing Old Ones	182
XXXIX.	Administrative Devices Used by Colleges Included in This Study to Coordinate Various Subject-Matter Fields in Social Science	183
XL.	Extent in Which Teachers of Social Science are Free of Administrative Restriction with Reference to Choosing Subject-Matter of Courses	184
XLI.	Concern of Departments of Social Science with Problems of Course Objectives, Course Content, and Courses Outcomes	185
XLII.	Evidences Collected and Filed by Depart- ments of Social Science, As Asserted by the Chairmen of Departments to Show That Course Objectives Are Being Achieved	186

TABLE

PAGE

XLIII.	Efforts Made, by Social Science Departments, to Evaluate the Effectiveness of Instruction, As Offered by Its Teachers, in the Lives of Students Before Their Graduation	190-191
XLIV.	Efforts, by Social Science Department, to Evaluate the Effectiveness of Instruction, as Offered by Its Teachers, in the Life of a Student after His Graduation	191
XLV.	Provisions Made Available, by Colleges Included in This Study, for Prospective Teachers of the Social Studies to Acquire Teaching Practice	198
XLVI.	Institutional Requirements Which Students Must Meet in Order to Qualify for Student-Teaching	199
XLVII.	Minimum Amount of Student-Teaching, in Clock-Hours, Required of Prospective Teachers of the Social Studies	201
XLVIII.	Flexibility in Amount of Student-Teaching, in Clock-Hours, Required of Prospective Teachers of the Social Studies	202

TABLE

PAGE

XLIX. The Dominant Purpose of Student-Teaching, As Indicated by the Head of the De- partment of Social Science, in Each of the 24 Colleges Included in This Study	203
L. Opinions of the Heads of Departments of Social Science, in Colleges Included in this Study, with References to Changes Which Ought Be Made in Existing Student- Teaching Programs	205

INTRODUCTION

That improvements in secondary education in the United States will depend in considerable measure on improvements in those institutions which are now preparing teachers and school officials for secondary schools is an assumption which has strong historical support. Every national committee that has studied secondary education in a comprehensive manner within the past half century has made some recommendation for the improvement of teacher-education. The Committee of Ten¹ in concluding its summary of the work of its various sub-committees, suggested that:

To carry out the improvement proposed, more highly trained teachers will be needed than are now ordinarily to be found for services of the elementary and secondary schools.

The National Society for the Scientific Study of Education, having undertaken, in 1904, a study of the "Education and Training of secondary school Teachers," found that:

. . . the status and personnel of the present high school teaching force is far from what it must be in order to give these schools their maximum of efficiency.²

¹ "Committee of Ten on Secondary School Studies," National Education Association, American Book Company, New York, 1893, p. 8.

² The National Society for the Scientific Study of Education, Fourth Yearbook, Part 1, 1905, p. 82.

The Commission on the Reorganization of Secondary Education considered a lack of preparation on the part of teachers as the "greatest obstacle to the vitalization of the social studies."³ The Commission of the American Historical Association on the Social Studies in the Schools, receiving a large number of special studies and researches made by its staff over a five-year period (1929-1934), concludes that:

. . . an institution for the preparation of social science teachers should be a center for introducing young men and women to a realistic knowledge of the trends, tensions and conflicts of American society in its world setting, for bringing them into close and living connection with all the great systems of social thought--ancient, modern and contemporary,--and for revealing to them the magnificent potentialities of the finest dreams of mankind.⁴

The nationwide study of teacher education by the United States Office of Education (1930-1935), following its equally extensive study of secondary education, revealed innumerable points at which improvement in teacher education ought to be made. In the summary volume it was clearly indicated that the

³ Commission on the Reorganization of Secondary Education, United States Bureau of Education, Bulletin, 1918, No. 35, p. 12.

⁴ "Conclusions and Recommendations of the Commission on the Social Studies," The American Historical Association, Charles Scribner's Sons, New York, 1934, Pp. 113-114.

examiners were not interested merely in collecting facts, but were engaged in an attempt

. . . to formulate in the light of the survey's experiences some of the principles which should control the education of teachers in this country and to suggest some of the more pressing and important problems or things to be done.⁵

The basic importance of teacher education in a democratic society that now is being challenged on the field of battle by a contrasting way of life, and the weaknesses of conventional programs in preparing competent teachers of youth in secondary schools, seem obvious to students of education and laymen alike. Educational organizations of local, regional and national scope have interested themselves in investigating the preparation of teachers. The North Central Association of Colleges and Secondary Schools initiated, in 1934, an extensive study of teacher education as it relates to the preparation of teachers⁶ in high schools in that area. The "Joint Committee on Study of Curricula" of the Southern Association of Colleges and Secondary Schools made its report,

⁵ National Survey of Teacher Education, U. S. Office of Education, Bulletin, 1935, No. 10, volume 6, p. 4.

⁶ Frank E. Henzlik et al., "Reports Relating to the General and Specialized Subject-matter Preparation of Secondary School Teachers," North Central Association Quarterly, volume XIII, April, 1938, Pp. 438-539.

in 1936, on teacher education institutions⁷ in the southern area. The Institute for Administrative Officers of Higher Institutions devoted much time to teacher education in its 1938 meeting.⁸ The reports of the "Regents' Inquiry into the Character and Cost of Public Education in the State of New York"⁹ indicate that there is much room for improvement of teacher education even in a state considered by many persons to be most advanced in its educational outlook. Still later, the "Commission on Teacher Education" of the American Council on Education,¹⁰ in collaboration with certain professional organizations, universities, teachers colleges, normal schools, liberal-arts colleges and public school systems launched, in 1938, a five-year study of problems of teacher education for the purpose of speeding up improvements in teacher-training in all of its aspects throughout the country.

⁷ Doak S. Campbell, director, The Education of Secondary School Teachers, Report by the Joint Committee on Study of Curricula of the Southern Association of Colleges, George Peabody College for Teachers, in Nashville, 1936.

⁸ William S. Gray, Editor, "The Academic and Professional Education of Secondary School Teachers," Proceedings of the Institute for Administrative Officers of Higher Institutions, University of Chicago Press, Chicago, 1935.

⁹ Francis T. Spaulding, "High School and Life," The Regents' Inquiry into the Character and Cost of Public Education in the State of New York, the McGraw-Hill Book Company, New York, 1938.

¹⁰ "Study of Teacher Education by the American Council on Education," School and Society, February 19, 1938, Pp. 238-39.

Additional evidence of a growing recognition of the basic importance of teacher education in American democracy and of the weaknesses in traditional programs may be cited. Higher institutions the country over are taking stock of their teacher-education programs. The appearance, in current issues of many widely read magazines and journals, of a large number of articles attacking present practices and suggesting possible solutions of various aspects of the larger problem seem to indicate this. Extensive discussions of problems in teacher education in such professional publications as The Fourth Yearbook of the John Dewey Society, The Ninth Yearbook Issue of the Journal of Negro Education, The Twenty-third Yearbook of the National Society of College Teachers of Education, and the American Council on Education's "A Functional Program in Teacher Education," likewise indicate a determined effort at reappraisal. Moreover, from college officials and professors, from secondary school teachers, and from laymen--all vitally interested in improving teacher education--come many statements pertaining to lack of harmony between theories and practices of present programs on the one hand, and the realities of modern life and the findings of research on the other.

A critical survey of the discussions on the major issues in the education of teachers for secondary schools, appearing in current magazines and professional journals, suggests the

following generalization: A re-examination of secondary education has been taking place with speed and comprehensiveness. The general program of secondary education, as a good many writers point out, lags behind actual needs in respect to the young people whom it reaches, in respect to large numbers of youth of secondary school age whom it has failed to reach, and in the training of the teachers who staff the secondary schools. That this lag is progressively being shortened and that a more functional teacher-education program is in the process of construction should be of great significance.

A second generalization grows out of a direct comparison between purposes, curricula, and teaching procedures underlying conventional secondary school programs, and the purposes, curricula, and teaching procedures of a secondary school program reconstructed to serve the needs of youth for a fuller realization of a democratic way of life. In other words, an intelligent appraisal of secondary education, which reveals areas of inadequacy or lack of harmony between social and educational philosophies and the curricula and teaching procedures which support them, gives direction to and defines responsibilities of teacher-education colleges. Hence, improvements in secondary education will depend in considerable measure on institutions which are preparing teachers and school officials for secondary schools.

A third generalization, growing out of observations of Negro secondary schools, is that education in such schools lags behind the program of secondary education for white students (1) in the proportion of young people whom it reaches, (2) in the facilities provided for it, and (3) in the training of the teachers who staff the secondary schools. In addition, the Negro school is also concerned with the "minority problem," the one problem which sets education for Negro pupils distinctly apart from education for white pupils. The minority problem, then, must be recognized as a unique and distinctive one for the Negro secondary school. This demand implies more than an extra burden on the Negro college for teacher education. Any teacher-education program, designed especially for the training of prospective secondary teachers of Negro youth, which fails with reference to purposes, curricula, and teaching procedures to take the minority problem into explicit account, which fails to make the prospective teacher an active agent in progressively reducing the factors now setting Negroes apart, to their disadvantage, as a separate class in American society, is a program which fails to meet basic and crucial needs.

The probable explanation of the foregoing generalizations is highly significant for the development of more effective teacher-education programs for the preparation of secondary school teachers of Negro youth. A Negro teacher-

training institution must be responsible for the development of an educational program in which each prospective teacher is stimulated to formulate for himself a valid and consistent philosophy of life.

If it is important that secondary schools concern themselves with what their graduates can and will do outside of school, it is no less important that institutions for the training of teachers should do so. The teacher-education program must, in particular, seek to enhance and harmonize the outlook of each prospective teacher to the end that she or he will be disposed to deal realistically with the problems of a racial minority.

Any teacher education institution which is to give real promise of meeting the needs of the Negro secondary school must be concerned with, and accept responsibility for, devising appropriate teaching materials and teaching procedures for use in the secondary school. If it is important that the Negro teacher-education college should accept responsibilities for the development of a valid and consistent social and educational philosophy for the Negro secondary school, it is equally important that the college assume the responsibilities for providing proper guidance in the selection of curricular materials and teaching procedures to support this philosophy.

Since a teacher-education college, through its educational program, will inevitably reflect the philosophy or philosophies that its teachers and administrative officers have accepted as the most desirable for the secondary school, an analysis of present philosophies and practices underlying existing curricula for the education of secondary school teachers ought to provide a valid and reliable measure of their adequacy for furthering democracy as a way of life. If we accept the statement that "prospective teachers will teach as they were taught and not as they were told they ought to teach," then how future teachers are taught is relatively more important than what they are taught. The educational theories and practices of those who teach prospective secondary school teachers may, therefore, be viewed as highly significant for the purpose of appraising existing programs in the light of the needs of a modern secondary school.

STATEMENT OF PROBLEM

Purpose of Study. An endeavor is made in this study (1) to determine, in representative Negro teacher-education colleges, basic educational philosophies and practices underlying existing programs for the education of prospective social studies teachers of Negro youth in high school; (2) to appraise these theories and practices in terms of their

significance for furthering a society which may be assumed to be growing more democratic and, (3) to indicate, in the light of a democratic philosophy of education envisioned by this study, such changes as ought to be made in existing programs for educating prospective teachers of social studies.

Significance of Study. This study has significance (1) because it is focused upon an area of our social order which touches directly or indirectly an increasingly large number of people and, (2) because it directly relates to a section of the total area of teacher education containing certain unique and distinctive characteristics.

If it is important that institutions for the preparation of prospective teachers of white youth in high school should take stock of their social and educational philosophies, it would seem no less important that Negro institutions should do so. This study is a step in that direction in that it sets forth a reconstructed philosophy for the Negro college for teacher education. Thus, it might well be that, in formulating ways of mastering the conflicts, tensions, and needs of the Negro, we may promote American democracy and civilization.

Assumptions of Study. This study is based upon the following assumptions:

1. The future success and effectiveness of the Negro

secondary school depends largely upon the nature and quality of the preparation of its teachers.

2. The educational theories and practices of teachers of prospective teachers may be appraised in terms of the inclusive purpose which gives direction to the educational program as a whole.

3. The educational theories and practices of teachers of social sciences and of education, in Negro colleges, constitute a valid index of theories and practices, underlying teacher-preparing programs for the education of prospective teachers of social studies in secondary schools.

4. The data collected are adequate enough to give a valid picture of theories and practices underlying existing curricula for educating prospective teachers of social studies for Negro youth in high school.

5. The data used in this study are sufficiently representative, reliable and valid to warrant conclusions and recommendations regarding the institutions studied.

Definition of Terms. 1. A Negro college, as included in this study, refers to any institution which enrolls, exclusively or nearly so, Negro students who desire to advance their education beyond the secondary school level and below the graduate level of instruction.

2. The term "social science" will be applied to the scholarly materials about human beings and their interrelations.

3. The term "social studies," as used in this study, refers to the social sciences, re-arranged or simplified for the pedagogical purposes of those who teach adolescents. It is applied to the whole field, and implies no particular organization as to subjects or as to correlated courses.

4. The term "curriculum" as employed in relation to teacher training will be used in accordance with the definition given in the Twenty-third Yearbook of the National Society of College Teachers of Education as "the sum total of experiences through which the student passes in the course of his professional preparation for teaching."¹¹

PROCEDURES

Several types of procedures were used in securing data for this study.

1. Formulation of a Questionnaire. Although this study was carried forward largely by the interview method, it was necessary for the writer to formulate a comprehensive questionnaire that could be used as a definite guide for interviews with individual teachers and school officials at the various colleges. In preparing the questionnaire it soon became evident that inquiry forms must be inclusive enough to embrace the various individual points of view, yet specific enough to permit easy and quick expression of outlook by all. Among the various possibilities which were considered, it was soon apparent that the main purposes of the study would be served best if at

¹¹"Twenty-third Yearbook," The National Society of College Teachers of Education, University of Chicago Press, Chicago. 1935, p. 94.

least two separate forms were used. One form of questionnaire was designed primarily to secure from the teachers an expression of outlook with reference to certain psychological and philosophical assumptions as well as to gain information concerning their preparation, teaching experience, and teaching practices. The other questionnaire form was designed for the chief administrative officer who was directly responsible in the college for administering the social science curriculum for prospective teachers.

The questionnaire in its final form consisted of three parts. Part I was intended to gain information from each individual teacher of social sciences and education regarding his preparation, teaching experience, and his administrative privileges and responsibilities. Part II, consisting of three sections, was formulated to be used as a guide in probing the thinking of the teachers on such matters as truth, mind, learning, "behavior," and his "covering-end for education;" the meaning of democracy; the basic purpose of education in American democracy; and the inclusive purpose which he assumed should direct the education of prospective teachers of social studies. Part III was prepared to obtain certain facts regarding administrative policies and practices of the social science department as they relate to the program of teacher education.

2. Visitations and Interviews. During the months of

April and May, 1941, the writer made a personal visit to each of the twenty-four Negro colleges included in this study, for the purpose of, (1) interviewing administrative officers and teachers of social sciences and education, (2) verifying certain information relative to the curricula for educating prospective teachers of the social studies, and, (3) observing first-hand any innovations or experiments that are significant for the improvement of teacher education.

Preparatory to these visitations, letters were written to the President of each college visited and permission obtained from him to visit the institution. Likewise, letters were written to the department heads (departments of education and social science) asking their cooperation in seeing that the questionnaires were distributed to the instructors in their college and in arranging a schedule for interviews with teachers.

The writer believed that inaccurate, inadequate, and therefore misleading information could very largely be eliminated or corrected by visiting each college and personally interviewing each teacher who participated in the study. As the study got under way the writer was able to clarify questions and statements not understood by teachers filling out the questionnaires. In addition, the writer made every effort to find exactly what each teacher meant by his replies to statements and questions on the questionnaire.

3. Study of Catalogs, Manuals, and Reports from Negro Colleges. College catalogs, bulletins, and reports were obtained from most of the schools prior to the writer's visit. Each publication was carefully read for the purpose of ascertaining purposes, curricula and teaching procedures, stated or implied, as they relate to the preparation of prospective social studies teachers for secondary schools.

4. Investigation of Literature in the Field of Teacher Education. Research studies, books, surveys, articles, and reports dealing with problems of teacher education were also examined in order to secure data in verification of certain statements and conclusions.

5. Personal Experience. The first-hand experiences of the writer as a teacher of social science in a Negro teacher-education college have been helpful in obtaining and in interpreting data used in this study.

Scope of the Investigation. It was impracticable to include in this study all Negro colleges engaged in educating prospective teachers of social studies for secondary schools. Therefore, some selection from among these institutions had to be made in order that the study might be representative of different types of institutions, especially

the state land-grant colleges, the state teachers colleges, and the private and denominational liberal arts colleges.

It was decided to limit the study to nine of the sixteen states that maintain separate educational facilities for Negroes. The institutions that were finally included in the study were selected according to their accessibility to the itinerary decided upon. However, in several instances, institutions were selected because of their recent innovations or experiments in teacher education.

The distribution of the twenty-four colleges that cooperated in the study is shown here:

The Agricultural and Technical College of North Carolina	Greensboro, North Carolina
Alabama State Teachers College	Montgomery, Alabama
Arkansas Agricultural, Mechanical and Normal College	Pine Bluff, Arkansas
Bennett College	Greensboro, North Carolina
Bishop College	Marshall, Texas
Clark College	Atlanta, Georgia
Dillard University	New Orleans, Louisiana
Fisk University	Nashville, Tennessee
Johnson C. Smith University	Charlotte, North Carolina
Knoxville College	Knoxville, Tennessee
Lincoln University	Jefferson City, Missouri
Livingstone College	Salisbury, North Carolina
Morehouse College	Atlanta, Georgia

Morris Brown College	Atlanta, Georgia
North Carolina College for Negroes	Durham, North Carolina
Philander Smith College	Little Rock, Arkansas
Prairie View State College	Prairie View, Texas
Southern University	Scotlandville, Louisiana
Talladega College	Talladega, Alabama
Tennessee Agricultural and Industrial State College	Nashville, Tennessee
Texas College	Tyler, Texas
Tuskegee Institute	Tuskegee Institute, Alabama
Wiley College	Marshall, Texas
Xavier University	New Orleans, Louisiana

The writer was concerned with interviewing those staff members of each college who were teaching (during the spring semester or quarter) one or more social science courses or one or more professional courses (educational psychology, methods, practice teaching, etc.) required of all persons who seek to qualify for teaching the social studies in a secondary school. In addition, the chairman of the department of social science filled out a separate schedule concerning various administrative policies of his department and of his institution as a whole.

Special precautions were taken in order to secure from each teacher, as nearly as possible, his own candid opinion.

In the first place the directions accompanying the material explained that the information would be used anonymously, and furthermore, that the name of his institution would not appear on his papers. Second, the teacher was assured by the writer, at the time of the interview, that there would be no opportunity for anyone else to scrutinize his reactions. It is believed that this policy of strict anonymity made for an open and frank expression of opinion on the part of the teacher.

Organization of Study. This, the introductory chapter, sets forth the historical background, points out present trends, states the purpose and significance of the investigation, defines assumptions and terms to be used, and sets forth methods, procedures, and scope of the investigation.

In Chapter II, a detailed account of an analysis of current studies of teacher education is given. Included is a discussion of the extent to which current investigations are in harmony with present trends as pointed out in Chapter I.

Chapter III presents the findings from the interviews and questionnaires. An attempt is made to set forth, from the point of view of this investigation, more basic assumptions implicit in these findings and conflicting principles and beliefs which come to light.

Chapter IV presents a democratic philosophy of education

for a Negro teacher-education college.

In Chapter V an appraisal of the findings is presented in the light of criteria formulated in Chapter IV.

Chapter VI suggests conclusions and recommendations emanating from the study.

CHAPTER II

CURRENT STUDIES OF TEACHER EDUCATION

In this chapter several reports of recent studies of teacher-education will be appraised (1) to illustrate the methods and procedures employed, and (2) to indicate the necessity of defining the social and educational philosophy underlying the kind of secondary school for which teachers should be prepared.

The Commonwealth Teacher-training Study, completed in 1920, was one of the first efforts to apply the job-analysis technique to the curriculum for the education of teachers. This study, as sponsored by the Carnegie Foundation for the Advancement of Teaching, represented a serious effort to achieve two worthy ideals: (1) to isolate and define those factors which make for good teaching; and (2) to discover what traits of personality and character are possessed by excellent teachers. It is evident that the larger problem of educating efficient teachers would be greatly simplified if educators were agreed as to what good teaching is and what the best teachers are like. Knowing the important activities required, both inside and outside of the classroom, the college could then distribute these specific activities among the various courses and imbue

each prospective teacher with these specific knowledges, habits, and skills.

The Commonwealth Teacher-training Study is open to serious objection both from the point of view of modern psychology and on philosophical grounds. To imply a theory of learning in which specific mastery of specific knowledges, habits, and skills are ends in themselves, is to deny the validity of the findings of modern psychology. As Dr. Stratemeyer has indicated:

There are considerable experimental data pointing to this principle that no part of any associative complex which is to function as a unit should be long studied in isolation from the other parts . . .¹

Furthermore, as Dr. Bode² has pointed out, when learning is conceived as a matter of building up unity from parts, teaching becomes virtually synonymous with indoctrination.

It is apparent that the Commonwealth Teacher-training Study assumes that educational objectives and curricular material can be determined by analysis, and without a guiding philosophy. Further, it assumes, in making the trait analysis, that education is primarily concerned with what is, and not

¹ F. B. Stratemeyer, "A Philosophy of Student-Teaching," Eighteenth Yearbook, Supervisors of Student Teaching, 1938, p. 16.

² Boyd H. Bode, How We Learn, D. C. Heath and Company, Boston, 1940, Chapter XV.

what may be; that teachers should be mere transmitters of the ideas set out by the curriculum makers; and that the school exists for the maintenance of the status quo.

A study of teachers was conducted by the Carnegie Foundation for the Advancement of Teaching among the colleges and secondary schools of Pennsylvania. This study, undertaken in 1928 and completed nearly ten years later, has been widely discussed for its apparent disclosures of low intellectual ratings of prospective teachers, as compared with students enrolled in liberal arts curricula, in institutions of higher education. It was found that:

In both tests (1928 and 1932) the teachers' average was below the average total score for the entire group and below all other group averages, except those of business, art, agriculture, and secretarial candidates.³

The majority of the group (expecting to teach) are most at home in the lower half of the total college distribution; they exhibit inferiority in contrast with the non-teachers in nearly every department of study; and, they show up badly when compared in the same tests with students four years below them who represent the educational problems with which they must be prepared to deal. The ability and attainment of those selected and prepared in special centers for that purpose are consistently and conspicuously below the level of the group as a whole.⁴

³ William S. Learned and Ben D. Wood, "The Student and His Knowledge," Bulletin No. 29, The Carnegie Foundation for the Advancement of Teachers, New York, 1938, p. 63.

⁴ Ibid., p. 64.

It was further observed that:

The deplorable thing is that, wherever found, those expecting to teach are not, on the whole, persons of first class achievement or ability.⁵

If such a study is to be widely influential in shaping the course of reorganization of the curricula for prospective teachers--and such is the intent of the authors of the final report--it is important to note the assumptions upon which the study is based. Some of the more basic assumptions underlying the tests are listed below:

1. "Knowledge is of dominating importance in education."⁶
2. How knowledge is acquired is a matter of relatively little importance.⁷
3. "All education is unavoidably intellectual."⁸
4. "The purpose of education is to make clear which ideas are true and valuable, which dubious or trivial, which deserve emotional support, and why."⁹
5. "Education consists in thinking, in the perception of meanings and relationship among ideas which are true and important, and in the marshaling of an individual's natural emotions behind

5 "The Student and His Knowledge," op. cit., p. 88.

6 Ibid., p. 5.

7 Ibid., p. 4.

8 Ibid., p. 5.

9 Ibid., p. 5.

ideas in proportion to their truth and importance."¹⁰

6. "Knowledge must be a relatively permanent and available equipment of the student."¹¹

It is necessary that we clearly understand the implications of these assumptions if we are to appraise, in a satisfactory manner, the significance of the program of education envisioned by the authors of the reports. Underlying these implications is a theory of the nature of truth, a theory of learning, and a social theory which sets the purpose of formal education. To state that schools should exist,

. . . to bring together in one place elements which it is hoped will stimulate a mind in arriving at an understanding of itself and of its environment . . .¹²

apparently is to support a dualistic psychology in which mind is viewed as a separate and prior entity. Such a point of view is even more forceably supported by the directors of the study in actual practice. "Values that accrue to the individual from his schooling, as from every other source of his mental furniture . . ."¹³ were measured entirely by means

¹⁰ "The Student and His Knowledge," op. cit., p. 6.

¹¹ Ibid., p. 7.

¹² Ibid., p.

¹³ Ibid., p.

of objective tests of the multiple-response type and of a sort which would test a student's ability to recall facts in isolation from the purposes for which they were learned.

Such an outlook implies that "truth" is external to mind--a separate and prior entity--and can be known only as the latter is brought in contact with authoritatively validated elements or bits of knowledge. In the process of assimilating and ordering these almost eternal truths, two distinct goals are assumed to be reached: (1) the mind is developed and (2) an understanding of the physical environment is achieved.

Such a point of view appears to harmonize best with the authoritarian type of teaching required by an autocratic society. The molding of the oncoming youth to predetermined standards or patterns of value appears to be a most acceptable instrument for maintaining an already existing economic system, a social "elite", an autocratic church, and a political order dominated by bosses of one kind or another. All of this, of course, means a static society. In contrast, such an outlook would seem to be least desirable for maintaining a dynamic society which ought to be growing more sensitive to the will of the people .

If knowledge is assumed to be "mental furniture", it must also be assumed that there exists a prior mind to be tilled, and an external environment containing the suitable

elements. The acceptance of such a theory of learning not only excludes the possibility of other theories of mind, but also other theories as to the function of education. For education to be based on such a theory, nothing higher than an understanding of meanings cherished by the dominant forces in a given society can be achieved. On the other hand, there is every possibility that such a program would become largely rote memorization and an excellent medium for those who would indoctrinate existing conceptions in the minds and hearts of the oncoming generation.

If we accept the conclusion of the authors of the report, that facts have value or worth in and of themselves apart from the way they are learned, we divorce means and ends and exalt facts as valuable for their own sake. When knowledge is discussed it is apparently defined as something to be learned for its own sake, isolated from any recognized use which the learner will make of it.

This report, through its emphasis upon the intellectual, cumulative nature of learning, neglects or disagrees with at least two emphases which are coming out of recent investigations of the learning process. The first emphasis is upon the interactive nature of the organism as it participates with its environment in relieving tensions that develop from organic needs or the purposive behavior of the "organism as a whole." Likewise, learning is emphasized

as a mutually interactive process which changes not only the previous experiences of the learner but also what is being learned. Hence, if the broader purposes of education are not to be missed, measurement of the outcomes of instruction must employ devices and instruments which will do more than merely evaluate the knowledge residue. Those who assume an interactive relationship between organism and environment as a dynamic process, and the behavior of the individual with respect to his environment as implying activity directed toward modifications of his environment, will be much more concerned with the capacity and disposition of an individual to use facts, to think reflectively, than with the knowledge residue of learning. They will think of learning as a creative process.

The second emphasis coming out of recent investigations of the learning process is upon active experiencing in terms of the learners needs, interests, insights and problems. That the authors of the report neglect, or disagree with, this point of view is clearly indicated by their assumption that intelligence and the capacity to learn are more or less fixed quantities. Hence, the criterion of selection of subject matter for learning is the priority of the cultural heritage. That this heritage is colored by racial biases, cultural tensions and conflicts, and biases in favor of certain subject-matter and values, are factors

which seem not to be considered by the authors in shaping their educational philosophy. Valuable as the Pennsylvania study has been in calling attention to certain existing weaknesses in secondary and higher education, it does not take into account the significance for education of basic psychological, philosophical, and technological changes in our age.

In addition to the Commonwealth and the Carnegie studies which we have just discussed, a third type of study is one representing nearly four years of investigation by the United States Office of Education. The reports of the National Survey of Teacher Education, issued in 1935 by the Office of Education, indicate that the investigators were seeking to obtain a clear picture of nearly every administrative aspect of teacher-education. All available data were assembled in order to present a highly representative pattern of present facilities, purposes, and practices for teacher-education. In addition, careful effort was made, according to the summary volume,

. . . to formulate in the light of the Survey's experiences some of the principles which should control the education of teachers in this country and to suggest some of the more pressing and important problems or things to be done.¹⁴

¹⁴ National Survey of Teacher Education, U. S. Office of Education Bulletin, 1935, No. 10, Volume 6, p. 284.

In spite of careful efforts "to formulate...principles which should control the education of teachers in this country," no attempts were made to analyze the quality of present accomplishments of existing teacher-training institutions.

A basic weakness of the entire study was pointed out by the editorial committee of the "Twenty-third Yearbook" of the National Society of College Teachers of Education when it stated that:

It, (the National Survey) does not state its basic social philosophy which underlies the control and organization of the elementary and secondary school for which a program of teacher education is proposed.¹⁵

A second basic weakness of the survey is that it contemplates for the most part only practices in education which at present are accepted as better. This criticism is supported by the editors of the Yearbook when they aver that:

Only a limited study was made of trends in elementary and secondary education as a basis for determining the adequacy of current programs of teacher education. Since both the content and methods of public education are undergoing rapid reorganization it would seem desirable to summarize briefly such trends before defining policies with respect to curricula for teachers.¹⁶

Closely associated with the preceding criticism is the fact that the analysis and

¹⁵ "The Education of Teachers," Twenty-third Yearbook of the National Society of College Teachers of Education, The University of Chicago Press, Chicago, 1935, p. 15.

¹⁶ Ibid., p. 15.

recommendations included in this report are based largely on existing patterns of preparation. These, in turn, are modeled largely, particularly in the case of the four-year programs, on traditional curricula in liberal arts colleges.¹⁷

The bias of the investigations is clearly revealed in the following recommendation:

In order to assume their appropriate position of leadership in the communities in which they work, teachers should have sufficient general education to compare favorably with that of members of the 'learned professions' and with that of the better educated citizens of representative communities.¹⁸

What the editors of the Yearbook apparently have in mind in the foregoing criticism is that teacher-education institutions should prepare prospective teachers who will be as intelligent as doctors or lawyers in representative communities. That is, if teachers are as intelligent as doctors or lawyers they will occupy an equal economic status in these communities.

One may, however, interpret the statement of the editors quite differently. The appropriate position of the teacher with reference to leadership in the community may be for him to accept and transmit, uncritically, ideals and attitudes approved by the better educated citizens of the community. Or it may be interpreted to mean that the teacher should assist youth to

¹⁷Ibid., p. 5.

¹⁸National Survey of Teacher Education, op. cit., p. 244.

discover the basic conflicts and inconsistencies upheld by the citizens.

If the educational program for prospective teachers is patterned on the basis of the "learned professions" or our "better" educated citizens, it would seem that all sense of uniqueness in the function of the teacher in an imperfect democratic society is lost. In addition, the social and educational outlook of the prospective teacher would be stunted if his educational program were confined to the area of the undergraduate college, as is true of doctors and lawyers in representative communities. At best, it will mean conformity to the more conventional social, economic, and political standards or creeds--an acceptance of what is as what ought to be.

Any study of teacher education which neglects the importance of the life philosophy of teachers or prospective teachers loses sight of the most potent influence in formal education. That the National Survey is concerned about the pattern of thinking of the prospective teacher is clearly evident by recommendations that such a person should:

. . . develop a growing and integrated philosophy of living; he should recognize education as one of the major forces responsible

for social, political, and economic stability and betterment; he should be open-minded and well informed on the important controversial issues in these three fields.¹⁹

Are existing teacher-preparation programs organized in such a way as to promote an intelligent realization of these purposes? What are the probabilities, in present-day institutions for teacher-education, that the embryonic teacher will graduate with an integrated philosophy of life and education? It would seem that the answers to these questions lie in chapters 1, 2, and 3, part VII, volume II of the study, which were entirely ignored by the editors of the Summary volume as they prepared their recommendations.

The basic weakness of the National Survey appears to lie in its efforts to examine methods and procedures of teacher education without taking into account the problems, tensions, and changes in modern life with respect to the responsibility of the school in modern living. To define so vaguely the purpose of formal education is to invite confusions and conflicts both as to recognition of ends to be achieved and methods or means of achieving such ends.

The three studies of teacher education share in common certain weaknesses. First, they raise no question as to the significance for education of fundamental cultural,

¹⁹ National Survey of Teacher Education, op. cit., Pp. 244-245.

economic and scientific changes in our age. Secondly, the responsibility of the school in a society which should be progressively becoming more democratic is not defined or clarified.

That the techniques and procedures employed in the foregoing types of studies have been the ones used in most current investigations of teacher education is clearly evidenced by the reports of such individual investigators as Baugher,²⁰ Peik,²¹ Flowers,²² and Linder.²³ Moreover, the three foregoing types have served as models for many individual investigators who have concentrated, in particular, upon the status of preparation of Negro secondary school teachers. Implicit in several studies of individual investigators pertaining to the education of the Negro

²⁰ Jacob Ira Baugher, Organization and Administration of Practice Teaching in Private Endowed Colleges of Liberal Arts, Contributions to Education No. 487, Bureau of Publication, Teachers College, Columbia University, New York, 1931.

²¹ Wesley Ernest Peik, The Professional Education of High School Teachers, The University of Minnesota Press, Minneapolis, 1930.

²² John Garland Flowers, Content of Student Teaching Courses Designed for Training of Secondary School Teachers in State Teachers Colleges, Contributions to Education, No. 538, Teachers College, Columbia University, New York, 1932.

²³ Roscoe George Linder, An Evaluation of the Courses in Education in a State Teachers College by Teacher in Service, Contributions to Education, No. 664, Teachers College, Columbia University, New York, 1935.

teacher has been the belief, either that valid criteria for evaluating teacher education programs can be derived solely on a quantitative basis, or that standards external to an institution's own peculiar purposes may be used in the appraisal of the degree to which its educational objectives are achieved. An example of the latter type of criteria is afforded in the set of principles presented in a recent investigation of the status of teacher education in Negro colleges. The statement of criteria is as follows:

. . . the following . . . criteria have been established as standards by which to judge the teacher-training preparation being offered by Negro institutions:

1. The requirement for certifications enabling students to teach in the high schools of each of the several states in which the institutions . . . are located.
2. A composite of the requirements listed above.
3. The standards for the accrediting of institutions of higher learning and also secondary schools as established by each of the several educational accrediting associations in whose territory the schools . . . are located.
4. A composite of the above standards.
5. The prevailing teacher-training practices and procedures in fully accredited teacher-training institutions.²⁴

²⁴ James Aaron Atkins, "Status and Training Provided by Negro Teachers Colleges," unpublished Master's thesis, University of Chicago, 1935, p. 7.

In defending his choice of values, Atkins states that:

. . . these criteria are subject to certain limitations in that the standards, regulations, and procedures used are by no means static and probably indicate desirable trends rather than unchanging standards. Notwithstanding these limitations, they appear to be the best criteria obtainable at present and their use seems justified on that score.²⁵

The present writer does not agree with the implied assumption that criteria should be unchanging standards. It is this very rigidity that has robbed the criteria used by the investigators in the Pennsylvania study of the dynamic vitality necessary to provide the recommendations which will secure improvement of the institutions to which they were applied. Criteria used for the purpose of appraising teacher education programs should be flexible enough that quality of growth, in specific situations, will be induced.

There are weaknesses in the criteria of the Atkins study that are even more basic than that pointed out in the preceding paragraph. At no point in the criteria does provision seem to be made for the specific aims of the particular institutions appraised. In other words, each institution is not evaluated in terms of its own purposes, but rather according to generalized state certification requirements, accrediting association standards, and current "better" practices.

²⁵ Ibid., Pp. 7-8.

All too often the effectiveness of the work of a Negro institution for higher education is adjudged in the extent that it follows the pattern set by comparable institutions for white students. This tendency is evident in the following:

Since it must be conceded that the professional training of all academic teachers in the high school is essentially the same with the possible exception of special methods in the field taught, we will ignore the subject matter divisions in our consideration of the requirements for professional training.²⁶

The writer wishes to submit three criteria as suitable for judging the desirability of professional courses for the purpose of teacher-training preparation:

1. The state requirements for certification.
2. The strictly educational courses offered in white institutions accredited by their regional accrediting association and other standardizing agencies.
3. The suggestions for the improvement of current practices found in educational literature.²⁷

It is obvious that criteria of the Lee study are essentially the same as those examined in the preceding paragraph in Atkins' study with the exception of the second criterion. Implied in the latter is the idea that equal

²⁶ Ray Augustus Lee, "A Critical Evaluation of the Preparation of Secondary School Teachers by Negro Institutions of Higher Learning," unpublished Master's thesis, University of Arizona, 1935, p. 12.

²⁷ Ibid., p. 12.

educational opportunities for Negro and white connote identical opportunities. It may well be that there are purposes of Negro and white institutions which coincide, but not all purposes do so. Too often, in zealous efforts to aid the cause of the education of the Negro, programs fashioned after the pattern of white institutions have been put in practice in Negro colleges. The sad part of the story is that these programs are usually outmoded even before they are put into effect. Furthermore, such vicious practice only widens the gap between the achievements of the Negro institutions and the actual needs of the group they serve. A basic weakness of such a principle of evaluation, already enunciated, bears reiteration. An institution for the education of prospective teachers in secondary schools should be appraised in terms of its own educational philosophy.

Helpful as are the studies of Gore²⁸ and of Russell²⁹ in improving present practice, and valuable as are such

²⁸ George W. Gore, In-Service Professional Improvement Negro Public School Teachers in Tennessee, Contributions to Education No. 786, New York: Bureau of Publication, Teachers College, Columbia University, 1940.

²⁹ William Russell, "Status of Practice-teaching in Negro Teacher-training Institutions," unpublished Master's thesis, University of Michigan, Ann Arbor, Michigan, 1932.

studies as those of Colson³⁰ and Phillips³¹ in pointing out certain weaknesses in programs and in the achievements of graduates of teacher education colleges, such studies fail to take into explicit account the conflicts, tensions, and needs of Negro adolescent youth in our modern society. Likewise, they fail to raise an underlying question as to how the school should educate future teachers who will be able to guide, in a satisfactory manner, the school experiences of adolescent youth so that they will be disposed to strive towards the elimination of those barriers in society which now set them apart, to their disadvantage. Those entrusted with leadership in higher education cannot place their faith and influence in programs or proposals which ignore crucial needs.

³⁰ Edna M. Colson, "The Negro Teachers College and Normal," Journal of Negro Education, Volume 2, July, 1933, Pp. 284-298.

³¹ Myrtle R. Phillips, "The Negro Secondary School Teacher," Journal of Negro Education, Volume 9, 1940, p. 488.

CHAPTER III

FINDINGS AND INTERPRETATIONS

In order that the reader may get a clear understanding of the procedure followed in this study, it may be well to explain the inquiry forms.* The questionnaire was organized in three parts. Part I was designed to secure confidential information from the individual teacher about himself. Part II of the questionnaire was arranged to elicit responses from teachers with reference to certain educational theories and practices. Part III was designed to secure, from department heads, information about existing institutional and departmental policies underlying the training of teachers of the social studies for secondary schools.

In the main, data collected in Part I of the questionnaire were recorded by the teachers prior to the interview. To accomplish this, the questionnaire was mailed to the teacher and was in his hands at least one week before the interview. Responses to the fourteen questions and statements in Part I were later scrutinized by the writer while in conference with the teacher concerned to assure appropriate interpretation. With the exception of question 13, little difficulty was experienced by teachers in comprehending just what information was desired or by the writer in interpreting the responses.

Part II, Section A, of the questionnaire was apparently the most difficult to answer of the entire schedule. In spite of repeated requests in the instructions accompanying the schedule, teachers were prone to look in an absolute sense upon such statements as defining the nature of truth,

* A copy of the questionnaire will be found in Appendix.

proposed covering-ends for education, the nature of learning, of behavior, and of the position of the teacher in the educative process. That is, statements expressing particular points of view were accepted as either absolutely true or absolutely false without realizing their implications.

Much time and energy were expended by the writer in conference with individual teachers in order to clarify in their minds the purpose of this section of the investigation and to enlist their best efforts in thinking through each statement listed on the schedule. As a starting point, each teacher was reminded not to think of these statements as unqualifiedly true or false, based on particular statements by some writer or speaker. Rather, he was urged to view each statement as an expression of a choice of values, in preference to other possible choices. The necessity, therefore, of thinking through each statement was strongly urged in order that the teacher might determine for himself those points of view which agree best with his own total outlook.

The writer believes that he was able to express a satisfactory degree of neutrality on his own part while presenting statements representing various theoretical positions. It is quite probable, however, that a "poker-face" was not maintained at all times; that a small number of teachers who were interviewed might have sensed the investigator's point

of view. It is believed that such instances were not numerous.

Responses to the five questions listed in Part II, Section B, of the schedule were obtained by the writer, in conference with teachers, in one or the other of two ways. In a majority of cases, the writer, while interviewing a teacher, recorded the oral answers of the latter. In other cases, the teacher himself gave his reply in writing in space provided on the mimeographed questionnaire. In all instances the writer was greatly concerned with getting the teacher to express his own candid opinion rather than to have him give answers in terms of definitions and expressions of widely known writers in the field. Often it was necessary for the writer to ask a series of follow-up questions, relating directly to the teacher's response to a particular question, in order to obtain a clear understanding of the teacher's point of view. The teacher was reminded repeatedly that his reactions would not be scored as right or wrong; that his reply would be taken as an expression of his own personal opinion.

TEACHERS WHO PARTICIPATED IN STUDY

Table I discloses that the 107 teachers interviewed held different types of degrees; 18.7 percent held a doctor's degree, 81.3 percent a master's degree, whereas only one teacher held no degree.

TABLE I
 QUALIFICATIONS OF TEACHERS AS INDICATED
 BY DEGREES HELD

<u>Degree Held</u>	<u>Number Reporting</u>	<u>Percentage of Total</u>
Doctor's degree	19	17.7
Master's degree	87	81.3
Bachelor's degree	106	99.1
No degree	1	.9

One half of these degrees were received since 1931. The degrees were distributed according to periods when last degrees were received as is shown in Table II.

TABLE II
 WHEN LAST DEGREE WAS RECEIVED BY THESE
 TEACHERS

<u>Year</u>	<u>Per Cent</u>	<u>Year</u>	<u>Per Cent</u>
1939-41	19.5	1927-29	15.3
1936-38	30.6	1920-26	5.1
1933-35	14.3	Before 1920	.9
1930-32	14.3		

The formal education of the 107 teachers who were interviewed was received in universities and colleges (listed in Table III) located in the several areas designated as the North Central, the Middle Atlantic, the New England, the Southern and the Pacific Coast Association of Colleges.

TABLE III

INSTITUTIONS ATTENDED AND FROM WHICH TEACHERS
PARTICIPATING IN THIS STUDY RECEIVED DEGREES

<u>INSTITUTION</u>	<u>BACHELOR'S DEGREE</u>	<u>MASTER'S DEGREE</u>	<u>DOCTOR'S DEGREE</u>	<u>OTHER DEGREES</u>	<u>OTHER GRADUATE WORK</u>
Atlanta Univ.	2	2	-	-	11
Boston Univ.	-	2	-	1	-
Colo. State Col. of Education	-	1	1	-	3
Columbia Univ.	-	10	1	-	8
Fisk University	6	2	-	-	2
Howard Univ.	11	14	-	-	5
Harvard Univ.	-	2	1	-	3
Indiana Univ.	2	2	-	-	1
Lincoln Univ. (Mo.)	3	-	-	-	-
Lincoln Univ. (Pa.)	4	-	-	1	-
New York Univ.	-	3	-	-	1
Ohio State Univ.	2	8	3	-	3
Prairie View Col.	3	-	-	-	-
Univ. of Chicago	2	5	3	-	10
Univ. of Calif.	-	-	1	-	-
Univ. of Cincinnati	2	2	-	-	2
Univ. of Iowa	4	7	3	-	-
Univ. of Kansas	3	2	-	-	1
Univ. of Michigan	-	7	1	-	3
Univ. of Penn.	-	7	1	-	5
Univ. of So. Calif.	-	1	1	2	4
Univ. of Wisconsin	-	4	1	-	4
Virginia Union	4	-	-	-	-
Yale Divinity School	-	-	-	2	-
Other Institutions (49)-----	48	6	3	2	11
Total	*112	87	20	6	59

* 6 teachers hold 2 bachelor's degrees.

One teacher had no academic degree. However, this particular teacher had had more than six years of schooling in German Universities and in the University of Louisanne, in Switzerland.

It is important to note that of these respondents 91.6 per cent had majored or minored at the graduate level either in the field of social science or education and 84.3 per cent had majored or minored in these same fields at the undergraduate level. Only 8.4 per cent had neither majored nor minored in social science or education at the graduate or undergraduate level.

The academic fields represented by the teachers interviewed are summarized in Table IV.

Teaching Experience and Tenure. An important factor to be considered in determining the significance of the replies is that of the experience and tenure of teachers who participated in the study. The college teaching experience and tenure of teachers in the institutions in which they are now employed is summarized in Tables V and V-A.

The courses taught by teachers who were interviewed are reported by the writer in a summary of course offerings in Tables VI and VII.

That teachers of social science and education are called upon to perform duties and assume responsibilities other than teaching is clearly indicated in a summary of the non-teaching obligations of these staff members as presented in Table VIII. Numerous administrative duties are performed by those teachers who had a part in supplying data

TABLE IV
ACADEMIC FIELDS REPRESENTED BY TEACHERS
PARTICIPATING IN THE STUDY

ACADEMIC FIELDS	ACADEMIC RANK					TOTAL
	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	
I. Social Sciences						
Subject	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	
Social Science	3	-	2	8	-	13
History	7	4	4	10	-	25
Economics	6	1	2	3	-	12
Political Science	2	-	2	-	-	4
History and Pol. Science	1	-	-	-	-	1
Economics -- Soc.	1	-	-	-	-	1
Sociology	7	3	2	7	1	20
Psychology	-	-	-	1	-	1
Philosophy- Psychology	1	-	-	-	-	1
Religion	1	-	-	-	-	1
II. Educa- tion						
	12	3	1	12	-	28
Total	41	11	13	41	1	107

TABLE V
COLLEGE TEACHING EXPERIENCE OF TEACHERS PARTICIPATING IN THE STUDY
NUMBER AND PERCENTAGE OF TEACHERS INTERVIEWED
ACCORDING TO THE NUMBER OF THEIR YEARS OF
TEACHING EXPERIENCE
1940--1941

	TOTAL YEARS OF COLLEGE TEACHING EXPERIENCE										Totals
	2 or less	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19 or More	
Number	19	14	16	9	9	14	10	6	4	6	107
Percentage of Total	17.8	13.1	15	8.4	8.4	13.1	9.3	5.6	3.7	5.6	100

TABLE V-A
NUMBER AND PERCENTAGE OF TEACHERS INTERVIEWED ACCORDING TO
THE NUMBER OF THEIR YEARS EMPLOYED BY THE INSTITUTION
IN WHICH THEY ARE NOW WORKING, 1940-1941

	TOTAL YEARS EMPLOYED										Totals
	2 or less	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19 or More	
Number	32	16	14	6	12	11	7	2	2	6	107
Percentage of Total	29.9	15	13.1	5.6	11.2	10.3	6.5	1.8	1.8	4.6	100

TABLE VI
COURSES OFFERED BY 89 SOCIAL SCIENCE TEACHERS
DURING SPRING TERM, 1940-41

<u>HISTORY (85)</u>		<u>SOCIOLOGY (69)</u>	
<u>Titles of Courses</u>	<u>No. of Teachers offering course</u>	<u>Titles of Courses</u>	<u>No. of Teachers offering course</u>
American (U.S.) History	22	Introduction to Sociology	5
European History	17	The Family	11
The Negro in America	12	Rural Sociology	8
English History	6	Social Pathology	6
World History	4	Race Relations	5
History of South	3	Principles of Sociology	4
History of Civilization	3	Criminology	4
Medieval History	3	Statistics	2
Ancient History	3	Social Controls	2
History of Philosophy & Ethics	2	Social Insurance	2
Economic History of Europe	2	Urban Sociology	2
Economic History of U. S.	1	Human Personality	2
Latin America	1	Population Problems	1
History of Political Parties	1	American Minority Group Problems	1
History of Texas	1	Socio-Economic Reconstruction	1
Renaissance and Reformation	1	Social Theory	1
Methods in Historical Research	1	Community Problems	1
History of the Americas	1	Community Organization	1
Roman History	1	Race and Migration	1
<u>GEOGRAPHY (7)</u>		Primitive Societies	1
Principles of Geography	4	Minority Peoples	1
Geography of Tennessee	2	Contemporary Institutions	1
Principles of Human Geography	1	Bio-Social Development	1
<u>ECONOMICS (54)</u>		Anthropology	1
Principles of Economics	11	Social Psychology	1
Business Organization	4	Problems of Rural Negro Communities	1
Labor Problems	4	Rural Social Organization	1
Statistics	4	Methods of Social Investigation	1
Business Law	3	<u>POLITICAL SCIENCE (23)</u>	
Economic Problems	4	American Government	10
Cooperatives	2	State and Local Government	3
Insurance	3	American National Government	2
Economic Theory	2	Comparative Government	2
Money and Banking	2	Political Parties	2

TABLE VI (Continued)

<u>ECONOMICS (Continued)</u>		<u>POLITICAL SCIENCE (Continued)</u>	
Principles of Accounting	2	International Relations	2
Economic Institutions	1	Commercial Law	1
Negro in the American		Modern Governments	1
Labor Movement	1		
Consumer Economics	1	<u>SOCIAL SCIENCE (16)</u>	
Labor Economics	1		
Investments	1	Social Science Survey	7
Small Business Enterprises	1	Introduction to the Social	
Social Security Legislation	1	Sciences	6
Social Insurance	1	Seminar	2
Economic Geography	1	Dictatorship and	
Marketing	1	Democracies	1

TOTAL NUMBER OF COURSES

<u>SUBJECT</u>	<u>NUMBER REPORTED</u>
History	85
Sociology	69
Economics	64
Political Science	23
Social Science	16
Geography	<u>7</u>
Total	<u><u>253</u></u>

TABLE VII
EDUCATION COURSES OFFERED BY 28 TEACHERS
DURING SPRING TERM, 1940-41

<u>TITLES OF COURSES</u>	<u>NUMBER OF TEACHERS OFFERING COURSE</u>
Practice Teaching	12
Educational Psychology	9
Introduction to Education	6
Principles of Secondary Education	5
Methods of Teaching in High School	4
Methods of Teaching the Social Studies	4
Methods of Teaching History and the Social Studies	3
Methods of Teaching in Elementary Schools	3
Problems in Rural Education	3
Adolescent Psychology	3
Abnormal Psychology	3
Child Psychology	3
Vocational Guidance	3
High School Administration	3
Educational Tests and Measurements	5
Elementary Education	2
Secondary School Problems	4
Orientation	2
History and Philosophy of Education	2
Mental Hygiene	2
Methods of Teaching Reading	1
Audio and Visual Aids	1
Extra-Curricular Activities	1
Educational Sociology	1
Small Community High Schools	1
Public School Administration	1
School and Society	1
Class Management	1
Methods of Teaching General Science	1
Educational Theories	1
Consumer Education	1
Principles of Teaching	1
Total Offerings	<u>93</u>

TABLE VIII

SCHOOL DUTIES OTHER THAN TEACHING PERFORMED BY
THE STAFF MEMBERS IN SOCIAL SCIENCE
AND EDUCATION WHO PARTICIPATED
IN THIS STUDY

<u>ADMINISTRATIVE DUTIES</u>	<u>NUMBER REPORTING</u>	<u>TIME REQUIRED</u> (Clock-hours per week)
		<u>Range</u>
Assistant to Business Manager	3	10 - 30
Chairman of Department	6	2 - 6
Dean of College	7	20 - 45
Dean of Men	2	28 - 30
Assistant to Dean of College	2	10 - 16
Director of Extension	1	10
Director of Personnel	1	40
Director of Placement Bureau	4	6 - 20
Director of Practice Schools	1	15
Director of Nursery Schools	1	15
Director of Faculty Research	3	6 - 35
Library Assistant	1	10
Guidance Counselor	3	7 - 10
Proctor of Boys' Dormitory	1	12
School Publicity	4	10 - 12
Registrar	2	25 - 32

TABLE VIII (Continued)

COACHING DUTIES

Athletics	7	4 - 30
Band	1	8
Choir and Glee Clubs	1	8
Debating	7	1 - 6

OTHER EXTRA-CLASS ACTIVITIES

Sunday School Teaching	3	1
Sponsors for Clubs and Student Organizations	<u>14</u>	<u>2 - 25</u>
Total	<u>79</u>	<u>1 - 45</u>

for this study. Forty and one-tenth per cent were actually performing the administrative duties of such offices as Dean of College, Registrar, Dean of Men, Dean of Women, Director of Publicity, and others. Seventy three and eight-tenths, or nearly three-fourths of those who were interviewed, performed certain administrative duties requiring, according to their statements, from one to as much as forty-five clock-hours per week.

A. PHILOSOPHICAL CONCEPTIONS UPHELD BY
TEACHERS OF SOCIAL SCIENCE AND
EDUCATION

The data obtained from Part II, Section A, of the questionnaire are of a type which lend themselves well to presentation in tabular form. In connection with their presentation, an effort will be made to show just what choice or choices each teacher made among several alternative positions, and also with respect to each of the six basic problems. Likewise, instances in which the individual teacher, in indicating his position, has failed to choose among conflicting values are pointed out.

In order that the reader may get a clear understanding of points of view upheld by the individual teacher it may be well to explain, in some detail, Table IX. Numbers corresponding to statements in the order of their presentation

in the questionnaire are listed at the top of the vertical columns. These columns are numbered from 1 to 18, corresponding to their order of presentation on the questionnaire. Horizontal columns are numbered from 1 to 107 on the left hand margin. These numbers have been used to designate the teachers who were interviewed by the writer. Horizontal line numbered 1 (hereafter designated as teacher 1) indicates the relative theoretical position of this particular teacher with respect to the nature of truth, nature of mind, his definition of behavior, his covering-end for education, and as to the position of the teacher in the process of formal education. Each plus (+) sign in column 1 denotes a vote of approval of a point of view, by a teacher, which is indicated by numbers from 1 to 18, corresponding to the order of the statements in Part II, Section A, of the questionnaire. For example, teacher 1 agrees with the assumption that "truth is an idea, the sanction of which is determined by its conformity with the eternal verities." With respect to assumptions regarding the nature of mind, teacher 1 holds that (1) "mind is that aspect of human personality which enables it to sense the true essences which underlie objects and events," and, (2) he also approves the assumption of statement 7 which reads: "to believe that the mind of man, like his body, is simply a part of nature is to deny to him the

possibilities of enjoying the finer things in life." Likewise, this same teacher has indicated, as shown by the plus (/) sign, his acceptance of a point of view implied in statement 8, as the most appropriate position with reference to the prediction of behavior. He has accepted conflicting concepts of learning by indicating his acceptance of both statements 11 and 13. With respect to his "covering-end for education," teacher 1 would attempt, apparently, to achieve two quite different goals at one and the same time. That is, he supports the positions, represented by statement 14, that the central task of formal education is discipline of mental powers. In addition, he also supports the position expressed by statement 17, calling for a centering of school activities to the end that the student would be educated to deal with his world realistically.

An endeavor is made, in Table IX, to show not only the assumptions accepted by the individual teacher but also to indicate those assumptions and points of view accepted by him which appear to be in conflict with other views he holds. In order to show how certain points of view are implied in each problem area, it is necessary that we examine basic theoretical patterns of thought underlying all eighteen statements.

Statements 1, 2, and 3 (see Part II, Section A, of the questionnaire, express differing concepts of truth. Statement

1 reads: "truth is a statement which gives an exact and accurate picture of external reality." If we accept this assumption we necessarily assume support of all its logical implications. What, then, are the logical implications of such a point of view? It appears that one clear cut inference is that there exist an objective world of independent "reals" which are separate or isolated from human personality. That is, their world is assumed to be composed of two substances: mind and matter. Although these substances are separate and distinct, mind, it is assumed, can only discover what is true, by observing material objects of the environment. In this process of disclosure or discovery, mind is passive with reference to what it is able to disclose. It follows, then, that human intelligence would have nothing to do with "knowing" except in such preliminary exercises as may be necessary in order to discover it.

The implications for education of such an outlook are significant. Applying such a definition of truth to the problem of learning implies that learning is to be considered as a purely intellectual process. The physical and emotional child is isolated and ignored. The central task of formal education is to acquire knowledges that scientists have disclosed or discovered. Finally, the position of the teacher is to see to it that pupils acquire those knowledges that

scientists have disclosed or discovered.

The conception that "truth is an idea, the sanction of which is determined by its conformity with the eternal verities" (statement 3) implies that man's chief concern is to seek the essences of truth which may be revealed to him as a result of concentration of study or contemplation. Further, such a view implies that man must shape his personality to harmonize with revelations received by those who have developed their mental powers to the extent of being able to sense essences of the perfect good.

The concept of truth expressed by statement 2 is that truth is a statement formulated by man for the guidance of behavior. To accept such an assumption is to give support to a point of view which conceives man and his world to be an integrated whole. In this integrated whole, parts function cooperatively in order to relieve tensions and to maintain a condition of equilibrium. That is to say, man, as a part of nature, must cooperate with his environment if he is to be able to get along successfully and live in harmony with it. Truth, then, is not to be conceived as being imposed upon man either by his environment or by other absolutes.

Rather, it is to be viewed as a formulation of man working cooperatively with nature. Likewise, mind is not to be considered as a separate and prior entity. It is to be viewed as the capacity to understand things in terms of the use to be made of them.

In following logical implications of definitions of truth, as expressed by statements 1, 2, and 3, the writer has selected and arranged questions 4 to 18 in such a way as to present at least one point of view in support of each theoretical pattern in each problem area. For example, we take it that statements 4, 8, 13, 15, and 18-d are logically consistent with the position expressed in statement 2. The basic theoretical position implied in statement 1 harmonizes best with those points of view upheld by statements 6, 7, 9 or 10, 12, 14 and 18-a, 18-b or 18-c. The theoretical position which statement 3 represents is best supported by statements 5 or 6, 10, 11, 14, 16 and 18-a. Hence, a relative measure of consistency of outlook of teachers may be obtained by noting assumptions upheld by an individual teacher (1) with respect to the nature of truth and of mind and, (2) with respect to the extent he has chosen other values in harmony, or consistent, with his concept of truth and mind.

Responses of teachers interviewed were assembled,

relative to the nature of truth, mind, learning, behavior,
a covering-end for education and the function of the teacher
in the educative process, for summary in Table XI.

TABLE IX
PHILOSOPHICAL PROPOSITIONS UPHELD BY TEACHERS
OF SOCIAL SCIENCE AND EDUCATION

TEACHER	NUMBER OF STATEMENT ON THE QUESTIONNAIRE																	Position of the Teacher			
	Nature of Knowledge			Nature of Mind				Definition of Behavior			Nature of Learning			Covering-End for Education				18			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	A	B	C	D
1			✓		✓		✓	✓			✓		✓	✓	✓		✓			✓	✓
2		✓		✓				✓		✓	✓		✓	✓	✓		✓			✓	✓
3	✓	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
4			✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	✓
5	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
6			✓	✓	✓			✓		✓	✓		✓	✓	✓	✓	✓			✓	✓
7	✓		✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
8	✓				✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
9	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
10	✓	✓		✓	✓		✓				✓	✓	✓	✓	✓	✓	✓				✓
11		✓	✓	0	0	0	0			✓	0	0	0	✓	0	0	✓				✓
12		✓		✓				✓		✓			✓		✓		✓				✓
13		✓		✓				✓					✓		✓		✓				✓
14			✓	✓				✓		✓			✓				✓				✓
15		✓	✓	✓	✓			✓		✓			✓				✓	✓			✓
16	✓			✓	✓			✓					✓		✓		✓				✓
17		✓	✓	✓	✓			✓		✓	✓		✓		✓		✓			✓	✓
18		✓			✓	✓		✓		✓	✓		✓		✓		✓			✓	✓
19	✓		✓		✓	✓		✓		✓			✓	✓	✓		✓			✓	✓
20	✓				✓			✓		✓		✓	✓	✓	✓		✓			✓	✓
21	✓			✓	✓	✓		✓		✓	✓		✓		✓		✓			✓	✓
22	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
23	✓			✓	✓			✓		✓			✓	✓	✓	✓	✓			✓	✓
24			✓	✓	✓		✓	✓		✓			✓		✓		✓				✓
25	✓			✓	✓			✓		✓	✓		✓		✓	✓	✓				✓
26		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓			✓	✓
27			✓	✓	✓		✓	✓		✓	✓	✓	✓	✓			✓			✓	✓
28	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓	✓		✓			✓	✓
29		✓		✓				✓		✓	✓		✓		✓		✓			✓	✓
30			✓		✓		✓	✓		✓	✓		✓	✓		✓	✓			✓	✓
31	✓			✓	✓			✓		✓			✓	✓	✓	✓	✓			✓	✓
32		✓		✓	✓		✓	✓		✓	✓		✓		✓		✓	✓			✓
33			✓	✓				✓		✓	✓	✓	✓		✓	✓	✓			✓	✓
34	✓			0	0	0	0	✓		✓	✓		✓		✓	✓	✓				✓

TABLE IX (Continued)

TEACH- er																		18			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	A	B	C	D
35	/	/			/				/	/	/		/		/		/			/	
36			/	/	/			/	/	/	/		/	0	0	0	0			/	/
37	/	/	/	/	/			/			/		/	/	0	0	0			/	/
38			/	/	/			/	/	/	/		/	/	/		/			/	/
39		/	/	/	/			/	/	/	/	/	/		/		/		/	/	/
40		/	/	/				/	/	/	/	/	/		/		/		/	/	/
41	/	/					/	/	/	/	/		/	/	/	/	/		/	/	/
42	/	/		/	/		/	/	/	/	/		/	/	/	/	/		/	/	/
43	/	/	/	/	/			/	/	/	/		/	/	/	/	/		/	/	/
44		/	/		/		/	/	/		/		/	/	/		/		/	/	/
45	/				/			/	/		/		/	/	/		/		/	/	/
46	/				/			/		/	/		/		0	0	0		/		/
47			/				/		/	/	/		/	/	0	0	0		/	/	/
48		/	/	/	/		/	/	/	/	/		/	/	/		/		/	/	/
49	/		/	/	/	/	/	/	/	/	/	/	/	/	/		/		/	/	/
50	/			/	/		/	/	/	/	/	/	/	/	/		/		/	/	/
51	/			/	/		/	/	/	/	/	/	/	/	/		/		/	/	/
52		/	/	/	/			/	/	/	/		/	/	/		/		/	/	/
53		/	/	/	/			/	/	/	/		/	/	/	/	/	/	/	/	/
54	/			/	/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/
55		/		/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
56		/		/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
57	/			/	/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/
58		/		/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
59		/		/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
60	/	/	/	/			/	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61	/		/	0	0	0	0		/	/	/		/		/	/	/	/	/	/	/
62	/		/		/	/		/	/	/	/	/	/	/		/	/	/	/	/	/
63	/	/	/		/		/	/	/	/	/	/	/	/	/		/	/	/	/	/
64	/	/	/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
65	/	/	/	/	/		/		/	/	/	/	/	/	/		/	/	/	/	/
66		/	/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
67	/			/	/			/	/	/	/	/	/	/			/		/	/	/
68		/		/				/	/	/	/	/	/	/	/		/		/	/	/
69		/		/				/	/	/	/	/	/	/	/		/	/	/	/	/
70		/	/		/			/	/	/	/	/	/	/	/		/	/	/	/	/
71	/		/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
72	/	/		/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
73			/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
74	/	/	/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
75	/	/	/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
76	/		/	/	/			/	/	/	/	/	/	/	/		/	/	/	/	/
77		/		/	/			/	/	/	/	/	/	/			/	/	/	/	/
78		/		/	/			/	/	/	/	/	/	/	/		/	/	/	/	/

TABLE IX (Continued)

TEACH- CY																		18			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	A	B	C	D
79	/		/		/				/		/	/	/	/	/		/				/
80		/			/		/	/		/	/	/	/	/	/		/			/	/
81	/	/	/	/	/		/	/		/		/	/	/	/		/			/	/
82	/		/	/	/		/	/	/		/		/	/	/	/	/		/	/	/
83		/	/	/	/		/	/	/		/		/	/	/	/	/		/	/	/
84		/	/	/	/	/	/	/	/	/	/		/	/	/	/	/		/	/	/
85		/	/	/	/		/	/	/	/	/		/	/	/	/	/		/	/	/
86	/	/		/	/		/	/	/		/	/	/		/	/	/		/	/	/
87		/		/				/	/		/	/	/	/	/		/		/	/	/
88			/		/			/	/	/		/	/	/		/	/		/	/	/
89		/		/	/	/		/	/	/	/		/	/		/	/		/	/	/
90	/			/	/			/	/	/	/		/	/	/	/	/		/	/	/
91			/		/			/	/		/		/	/	/	/	/		/	/	/
92	/		/				/	/					/	/	/	/	/		/	/	/
93			/				/				/	/	/		/	/	/		/	/	/
94	/			/				/					/	/	/		/		/	/	/
95	/				/				/		/		/	/	/		/		/	/	/
96		/	/		/			/	/				/	/	/		/		/	/	/
97		/		/	/			/	/				/	/	/		/		/	/	/
98	/	/		/	/			/	/				/	/	/		/		/	/	/
99		/		/	/			/	/		/		/	/	/		/		/	/	/
100		/	/	/	/			/	/		/	/	/	/	/	/	/		/	/	/
101			/	/	/	/		/	/	/	/	/	/	/	/	/	/		/	/	/
102	/	/		0	0	0	0	/		/	0	0	0	0	0	0	0	0	0	0	0
103			/		/			/	/	/	/	/	/	/	/		/		/	/	/
104	/	/	/	/				/	/	/	/	/	/	/	/	/	/		/	/	/
105		/	/	/			/	/	/	/	/		/	/	/	/	/		/	/	/
106		/	/	/				/	/	/		/	/	/	/	/	/		/	/	/
107	/	/	/		/			/	/				/	/	/	/	/		/	/	/

* Ciphers are used to indicate those statements which a particular teacher has failed to indicate his opinion either for or against.

** Each blank space indicates a negative vote with respect to a given statement.

TABLE X

DISTRIBUTION OF OPINION AMONG TEACHERS OF SOCIAL SCIENCES
AND EDUCATION WITH RESPECT TO THE PROPOSITIONS LISTED

<u>PROPOSITIONS PRESENTED</u>	PER CENT MARKED *PLUS (+)	PER CENT MARKED MINUS (-)	PER CENT OMITTED
1. Truth is a statement which gives an exact and accurate picture of external reality.	49.4	50.6	0
2. Truth is a statement formulated by man which serves as a successful guide for behavior.	54.2	45.8	0
3. Truth is an idea, the sanction of which is determined by its conformity with the eternal verities.	52.5	47.5	0
4. Mind is the capacity to understand things in terms of the use to be made of them.	59.8	36.4	3.7
5. Mind is that aspect of human personality which enables it to sense the true essences which underly objects and events.	57.9	38.2	3.7
6. Man's faculty of reason is complete in itself apart from the subject upon which he applies his reason.	12.0	84.1	3.7
7. To believe that the mind of man, like his body, is simply a part of nature is to deny to him the possibility of enjoying the finer things of life.	28.0	68.2	2.8
8. Behavior is purposive; it can be interpreted only by considering that an individual is seeking to achieve his ends in the quickest and easiest way that he senses under existing conditions.	62.7	36.4	.9

TABLE X (Continued)

9. Behavior is a response to a stimulus; it is to be interpreted on the basis of the formula $S - R$.	61.7	37.4	.9
10. Human behavior being under the direction of mind which is not subject to ordinary physico-chemical laws, is an unpredictable phenomenon.	31.8	67.2	.9
11. Learning is a process of growth of innate tendencies and capacities.	65.4	31.8	2.8
12. We learn to do by doing; no learning is possible without overt bodily action of a repetitional nature.	28.1	69.1	2.8
13. Learning is a process of developing insights; of sensing new relationships.	91.6	5.6	2.8
14. Discipline of mental powers is central in the educative process.	46.8	49.5	3.7
15. Reflective thinking, as the method of an educative experience, is central in the educative process.	77.5	17.9	4.6
16. The untrammelled growth or development of original traits is the method of an educative experience.	21.6	73.8	4.6
17. The central task of formal education is to provide for the development of desired attitudes, ideals, appreciations, and habits in the learner.	79.4	16.9	3.7
18. In teaching the vital problems of citizenship, teachers should:			
a. So impress upon the student currently approved opinions that life's later experience will not unsettle or modify them;	4.8	93.4	1.8
b. Inculcate new ideals that society ought to adopt;	39.5	58.9	1.8

TABLE X (Continued)

c. Present all sides or points of view of the problem.	72.8	25.4	1.8
d. Promote a reflective study of problems which immediately concern a pupil, which he wants to solve, with a view to developing a wider and more harmonious outlook on life along with an enhanced ability to employ scientific methods of thinking.	88.9	9.3	1.8

* Plus (+) sign denotes preference for propositions listed.
 Minus (-) sign denotes expressions in opposition to propositions listed.

TABLE XI
SUMMARY OF FINDINGS WITH REFERENCE TO PHILOSOPHICAL
CONCEPTIONS UPHELD BY TEACHERS IN
SOCIAL SCIENCE AND EDUCATION

- a. Total number and per cent of teachers supporting mutually contradictory positions with reference to:

	<u>No.</u>	<u>Percentage</u>
(1) Nature of knowledge	42	39.2
(2) Nature of mind	45	43.4
(3) Nature of behavior	53	50.
(4) Nature of learning	77	74.
(5) A Covering-end for education	46	46.6
(6) Function of the teacher in the educative process	32	30.4

- b. Total No. of teachers who apparently support consistent theoretical positions with reference to all six of the foregoing problems 1
(Teacher No. 13)

- c. The 10 statements receiving the largest per cent plus vote (agreement) from the 107 teachers interviewed:

<u>State- ment No.</u>	<u>No. Plus Votes</u>	<u>Per- cent- ages</u>	<u>The statements concerned</u>
13	98	91.6	Learning is a process of developing insights; of sensing new relationships.
18D	98	91.6	In teaching the vital problems of citizenship teachers should promote a reflective study of problems which immediately concern a pupil, which he wants to solve, with a view to de- veloping a wider and more harmonious outlook on life along with an enhanced ability to em- ploy scientific methods of thinking.

TABLE XI (Continued)

17	20	76.8	The Central task of formal education is to provide for the development of desired attitudes, ideals, appreciations and habits in the learner.
15	24	77.5	Reflective thinking, as the method of an educative experience, is central in the educative process.
18c	29	72.8	In teaching the vital problems of citizenship, the teacher should present all sides or points of view of the problem.
11	34	58.8	Learning is a process of growth of innate tendencies and capacities.
8	40	62.7	Behavior is purposive; it can be interpreted only by considering that an individual is seeking to achieve his ends in the quickest and easiest way that he senses under existing conditions.
9	41	61.7	Behavior is a response to a stimulus; it is to be interpreted on the basis of the formula S - R.
4	43	59.8	Mind is the capacity to understand things in terms of the use to be made of them.
5	45	57.9	Mind is that aspect of human personality which enables it to sense the true essences which underlie objects and events.

d. The 10 statements presented in Part II, Section A of the questionnaire, receiving the highest per cent minus vote (disagreement) from the 107 teachers interviewed:

<u>State-</u>	<u>No.</u>	<u>Per-</u>	
<u>ment</u>	<u>Minus</u>	<u>cent-</u>	
<u>No.</u>	<u>Votes</u>	<u>ages</u>	
18a	101	93.4	In teaching the vital problems of citizenship teachers should so impress upon the student currently approved opinions that life's later experience will not unsettle or modify them.
6	90	84.1	Man's faculty of reason is complete in itself apart from the subject upon which he applies his reason.

TABLE XI (Continued)

16	79	77.3	The untrammelled growth or development of original traits is the method of an educative experience.
7	75	72.8	To believe that the mind of man, like his body, is simply a part of nature is to deny to him the possibility of enjoying the finer things of life.
12	74	71.1	We learn to do by doing; no learning is possible without overt bodily action of a repetitional nature.
10	73	69.8	Human behavior being under the direction of mind which is not subject to ordinary physico-chemical laws, is an unpredictable phenomenon.
18b	62	59.0	In teaching the vital problems of citizenship, teachers should inculcate new ideals that society ought to adopt.
1	56	52.3	Truth is a statement which gives an exact and accurate picture of external reality.
14	53	49.5	Discipline of mental powers is central in the educative process.
3	51	47.5	Truth is an idea, the sanction of which is determined by its conformity with the eternal verities.

B. SOCIAL AND EDUCATIONAL OUTLOOKS OF TEACHERS
OF SOCIAL SCIENCES AND EDUCATION

Responses of teachers to questions listed below were sought by the writer through interviews with teachers of social sciences and education in representative Negro teacher-preparing institutions. In most instances, the writer, while interviewing a teacher, recorded the oral answers of the latter. In other cases, the teacher himself gave his reply in writing in space provided on the questionnaire. Before considering the data obtained, it is important that the reader be made aware of the method followed in organizing and reporting them.

How do teachers of social sciences and education define the term "democracy"? What do these definitions imply (1) for American education in general and (2) for higher education in a Negro college in particular? What basic factors ought to be considered by the administration and teacher in planning a program of education for prospective teachers of social studies in secondary schools? What inclusive purpose ought to underlie teacher education programs designed to prepare social studies teachers for secondary schools?

In the main, the concept of democracy has taken on new

meanings in the course of American history.¹ Up to about 1900, its most widely accepted meaning was couched in terms of individual liberties; the complete subordination of political ends and action for the fullest possible expression of personal freedom of action. "Freedom" was thought to be identical with limitation of powers of government. But, increasingly during the past four decades, significant shifts have occurred. The economic and social transformation has tended to limit the earlier individualism to a strictly economic sphere. Competitive activities were stimulated to an excessive degree while many intellectuals contended that social welfare is best promoted when every individual looks out for himself. The trend of this laissez-faire system, then, has been to give support to those who question the effectiveness of planned endeavor to control social conditions.

A second meaning of "democracy" has grown out of an increased emphasis on social aims and social factors as the most effective means of realizing the complete and harmonious development of all the powers of the individual. Taking their cue from the failures of the laissez-faire system with its distrust of social planning and its general disregard for the

¹ See Democracy As A Way of Life, op. cit., Chapter I; William L. Kilpatrick, et. al., The Educational Frontier, D. Appleton-Century Company, New York, 1933, Chapters I and II, and Principles of Democratic Education, op. cit., Chapter I.

welfare of under-privileged masses, there are those who have conceived "democracy" as a form of social organization whose ultimate goal is the remaking of institutions of society, and of the psychological attitudes of its members, in conformity with purposes which that society ought to adopt.

A third point of view with reference to the meaning of the term democracy is probably best represented in the writings of Bode, Bayles, Bruce and others. Instead of starting with predetermined ends which society ought to reach, or being contented to depend upon tradition and accident for social direction, democracy is viewed as a dynamic, cooperative form of social organization which provides equality of opportunity for remaking attitudes, beliefs, and standards as a means for furthering the good life. In other words, democracy is conceived as a method of advancing human welfare to ever higher levels through cooperative endeavor of all members of society.

The foregoing theoretical positions as to the nature and meaning of democracy are reflected very largely in responses of those teachers who were interviewed. In order to classify definitions given by these instructors the following plan has been followed:

The letter "x" has been placed at the left of the numbers used to designate a given teacher (teacher 1, teacher 5, etc.) to indicate those

definitions which are judged by the writer to be more fully in agreement with laissez-faire-ism or individualism.

The letters "xx" have been placed at the left of the number designating that teacher whose definition has been judged by the writer to be more fully in agreement with that view in which democracy is conceived as a planned society working toward predetermined, or fixed, ends.

The letters "xxx" have been placed at the left of the number of that teacher whose definition of democracy has been judged by the writer to be more fully in agreement with the outlook upheld in the writings of Dewey, Bode, and others.

The letters "nc" have been placed at the left of the number of that teacher whose definition could not be classified with any of the above positions.

That conflicts and confusions in the interpretation of the democratic concept would inevitably be reflected in educational thought is evident. That such conflicts and confusions exist because they are traits of national opinions and conduct is evident in the replies of those teachers of social sciences and education who were interviewed by the writer.

In this investigation an endeavor was made to determine the extent to which individual teachers recognized the logical implications of their definitions of the term "democracy" for giving direction to (1) the program of American education in general, and, (2) the program of education in a Negro

college. Hence, an effort was made to determine individual points of view regarding each of the two questions which follow:

1. What, in your opinion, ought to be the fundamental purpose of education in our American democracy?
2. What should be the fundamental purpose of higher education in a Negro college?

Responses of individual teachers to the above questions are presented in two parallel columns in Table XIV. The replies are listed to correspond with numbers assigned to individual teachers in Tables 9 and 12. This procedure was followed in order to be able to determine, in a relative way, the consistency of outlook of individual teachers. The writer has classified responses of teachers to the two foregoing questions in accordance with the underlying philosophy these positions apparently support.

TABLE XII

INTERVIEW RESPONSES OF TEACHERS TO THE REQUEST: "IN A

Classi-
fica-
tion
Indi-
cated by
Writer

BRIEF STATEMENT, GIVE YOUR DEFINITION
OF DEMOCRACY."

Responses of Teachers:

- | | | |
|-----|-----|--|
| xxx | 1. | That process of living which promotes growth and development of each individual in the direction of the greatest good to the larger whole. |
| xxx | 2. | That characteristic of living which permits the expression of both group and individual interests without conflict. |
| no | 3. | A government by the majority in the interest of all. |
| xxx | 4. | A way of life in which "the strength of the pack is the wolf and the strength of the wolf is the pack." |
| x | 5. | The ideal of individual freedom of mind and of opportunities. |
| no | 6. | A form of government which administers laws with equal justice and provides for the protection of all of its citizens. |
| no | 7. | A concept of government: that government by the majority of the people. |
| x | 8. | That form of government which permits a maximum of individual liberty or freedom. |
| no | 9. | A political society which allows equal opportunities to all. |
| no | 10. | A form of government in which sovereignty rests with a majority of the people. |
| no | 11. | A government of the people, for the people, by the people or their elected representative. |
| xxx | 12. | A way of life--a mutual sharing of duties and responsibilities. |
| xx | 13. | "The progress of all through all under the leadership of the wisest and best." |
| no | 14. | An Utopian way of living. |

TABLE XII (Continued)

- | | | |
|-----|-----|---|
| x | 15. | A form of political organization in which the will and well-being of all finds whole-hearted expression and sympathetic consideration by those elected to office. |
| no | 16. | A form of political organization which derives its authority from the will of a majority subject to its government. |
| xxx | 17. | A spirit or way of acting and thinking which begets fair-play and cooperative citizenship. |
| no | 18. | A government of the people, by the people, and for the people. |
| xxx | 19. | A process of achieving certain common goals or purposes. |
| no | 20. | Rule by the majority. |
| xxx | 21. | A type of social order in which any person can share equally with every other person and all privileges and responsibilities. |
| x | 22. | Political, social, and economic freedom for all individuals. (Freedom defined as absence of restraint) |
| xxx | 23. | Best way of living cooperatively. |
| xxx | 24. | A society in which all individuals share alike in political, social and economic problems. |
| xxx | 25. | A society which provides equal opportunities for each individual to realize his attainable aspirations that are not detrimental to the welfare of the group. |
| xxx | 26. | A way of living in which all conflicts of opinion will be accepted in the spirit of tolerance and fair play, with intelligent consideration of all available evidence, with equal opportunity, freedom and justice for all. |
| x | 27. | A society in which each person has the same opportunities for education, expression, and recreation. |
| xx | 28. | That form of social, economic and political organization in which citizens tend to exercise equal rights in social processes, economic opportunity and income, and political participation. |
| xxx | 29. | A way of living which guarantees equality of opportunity to all irrespective of race, wealth, family or sex. |

TABLE XII (Continued)

- | | |
|-----|--|
| x | 30. A process of giving such opportunities to live and develop as will allow an individual to fill his purpose in society. |
| x | 31. The right of the individual to develop his capacities to his fullest degree along the lines of accepted values, and the duty of the public (society) to facilitate this process. |
| xxx | 32. A society in which each person is given a chance to be his highest self for the good of all. |
| no | 33. A way of life. |
| xxx | 34. A process of allowing individuals, according to their capacity and temperament, full and unlimited participation in political, economic, social, and cultural activities of the group. |
| xxx | 35. The right of every individual to give as well as to receive the best he is capable of to the social "whole." |
| xxx | 36. A way of life in which all peoples are accorded equality of opportunity in the various fields of endeavor. |
| x | 37. An ideal in which the individual has an equal opportunity to develop with others. |
| x | 38. An extension of the philosophy of group cooperation into the realm of government: a process of providing for the basic rights of the individual. |
| x | 39. A political technique accruing to capitalism whereby a certain class preempt the economics, prestige and sexgains of a multiplex society. |
| xxx | 40. Equal opportunity for maximum participation and development of individuality. |
| x | 41. That form of government which provides individual freedom for all. |
| xxx | 42. A way of life which permits equal participation in affairs of common concern. |
| no | 43. Government by the majority in the larger interest of all. |
| xxx | 44. A process of working together in a group under conditions where privileges and responsibilities are shares in relation to the ability of each. |

TABLE XII (Continued)

nc	45.	A government by the people in the interest of the larger group.
xx	46.	Equal opportunities in the pursuit of the common values of a society.
x	47.	That process of government which allows maximum growth of individuality.
x	48.	A form of government in which equality of opportunity is afforded to all citizens.
xx	49.	A political ideal which is an ultimate goal to be reached.
x	50.	That process which allows freedom of action and expression in religion, economic relations, education, and thought.
x	51.	A way of life based upon the idea of respect for the individual who has responsibilities to the larger group of which he is a part.
x	52.	A type of government which recognizes the right of all men to enjoy equal privileges of society.
nc	53.	An ideal of social life.
x	54.	A form of government in which members of the state directly or indirectly rule themselves.
xxx	55.	A way of life which is characterized by mutual sharing of opportunities to participate in it.
xxx	56.	A process of providing equality of opportunity and fair play for all the people.
nc	57.	A government by majority vote of mentally healthy adult citizens.
nc	58.	A form of government whose basic tenets are liberty, equality and fraternity.
x	59.	A way of life that provides for freedom of thought and action.
xxx	60.	An abundant life with equal opportunities and mutual sharing of responsibilities.

TABLE XII (Continued)

- | | | |
|-----|-----|--|
| x | 61. | That type of political existence according to each individual the right of franchise and self-expression. |
| xx | 62. | A form of organization in which the welfare of society is the welfare of the individual. |
| no | 63. | A government of the people, by the people and for the people. |
| xxx | 64. | An ideal to be achieved by cooperative endeavor. |
| xx | 65. | That society which allows fullest opportunity for the entire social group. |
| xxx | 66. | A way of life which recognizes the rights of the individual and of the group as being mutual. |
| x | 67. | A form of government which respects the rights of the individual. |
| xx | 68. | A form of government which endeavors to provide for common welfare. |
| no | 69. | Majority rule. |
| x | 70. | Individual freedom of action. |
| xx | 71. | A political ideal or goal to be obtained. |
| no | 72. | An ideal of the greatest good for the greater number. |
| x | 73. | A process of sharing in the culture--all aspects of it, political, economic, social--fully and freely as one's capacity to share makes possible. |
| x | 74. | That form of government which provides equal opportunity to develop and grow in proportion to one's ability. |
| no | 75. | A government by the people, and for the people. |
| x | 76. | A method of collective living in which individuals are given as much freedom as possible without infringing upon the economic and social welfare of the group. |
| xxx | 77. | A social objective. |
| no | 78. | That type of government which is "of, by, and for all persons." |

TABLE XII (Continued)

- | | | |
|-----|-----|---|
| xxx | 79. | A way of life which is responsive to the will of the majority of the people. |
| xxx | 80. | Democracy. An ideal which assumes that all men can govern themselves. |
| x | 81. | A society which allows each individual freedom to pursue his desires and needs without being hedged in by restriction of the state (beyond a point of necessity). |
| xx | 82. | A way of life which seeks certain ideals. |
| x | 83. | A system of government and a way of life in which every individual is given equal opportunities, privileges, and rights. |
| x | 84. | That attitude which concedes to every man the right and opportunity to live an abundant life. |
| x | 85. | A government by, of, and for the people as formulated by the people's representatives. |
| x | 86. | A theory of government which respects equality in law and government. |
| no | 87. | A way of life which recognizes no legal barriers for any of its constituents. |
| x | 88. | A form of government which provides equality of opportunity and justice for all. |
| x | 89. | A type of society that would give equal opportunity to all, according to abilities. |
| xxx | 90. | A way of life in which each individual is free to participate and share in the total program. Democracy implies a "desire to participate as well as the freedom to participate and, this participation and sharing must be for the good of the majority." |
| xxx | 91. | A form of social behavior in which an individual is free to cooperate, share, and participate in common undertakings for the good of all. |
| xxx | 92. | That type of social organization which permits the full sharing and participation in all that concerns the community. |

TABLE XII (Continued)

- | | | |
|-----|------|---|
| x | 93. | That form of government which allows maximum freedom for all individuals. |
| no | 94. | A government of, by, and for the people. |
| no | 95. | A government of, by, and for the people. |
| no | 96. | A political process in which the majority rules without negating the rights of the minority to become the new majority. |
| xxx | 97. | A way of life which promotes mutual sharing and participation, in proportion to one's ability, in all that concerns the common welfare. |
| x | 98. | A social organization in which every member has freedom for economic and social development to the extent of his ability. |
| no | 99. | A system of political control. |
| xxx | 100. | A form of social organization in which the contribution of each citizen is recognized as of vital importance to society as a whole. |
| xxx | 101. | An ideal which recognizes the worth of the common man. |
| xx | 102. | A way of life that provides opportunities for each citizen according to his ability to advance the common welfare. |
| no | 103. | An expression of the majority will. |
| x | 104. | A form of government which protects the inalienable rights of individuals. |
| no | 105. | A political organization whose course of action is supposedly determined by majority opinion. |
| no | 106. | An ideal of equality of opportunity. |
| x | 107. | The doctrine and practice which maintains individual freedom of enjoying certain rights and privileges and to accept certain responsibility to society. |

TABLE XIII

SUMMARY OF TEACHERS' RESPONSES, ACCORDING TO WRITER'S
INTERPRETATION OF THEIR DEFINITIONS WITH REFERENCE
TO THE MEANING OF DEMOCRACY

<u>DEFINITIONS AS CLASSIFIED</u>	<u>NO. OF TEACHERS WHO APPARENTLY AGREE</u>	<u>PERCENTAGE OF TEA- CHERS WHO APPAR- ENTLY AGREE</u>
Individualism (or Laissez-faire-ism)	35	32.8
Cooperative Planning	33	30.8
Planned Society	10	9.3
Not Classified	29	27.1
	<hr/>	<hr/>
Total	107	100.0
	<hr/> <hr/>	<hr/> <hr/>

TABLE XIV

OPINIONS OF TEACHERS IN SOCIAL SCIENCE AND EDUCATION
IN REGARDS TO THE FUNDAMENTAL PURPOSE OF EDUCATION

(1) <u>IN AMERICAN DEMOCRACY</u>		and	(2) <u>IN A NEGRO COLLEGE</u>	
Writ- er's Clas- sifi- cation of Re- sponses	Teacher		Teachers' Re- sponses	
x	1. To develop capacity to think--to be able to apply ideas or principles learned to similar situation.		x	To develop leadership and provide means of acquiring knowledge for complete entre to the culture.
x	2. Continuous development of ability to recognize likeness and differences and to expand the area of each.		x	To integrate needs and purposes of Negro society with that of American society.
x	3. To teach how to think, to be tolerant, and to be patient.		x	To prepare students for life (vocational efficiency).
xx	4. To provide opportunities for growth commensurate with ability.		xx	to train for intellectual leadership and followership.
x	5. To develop an appreciation for natural rights of man.		x	To prepare youth for participation in existing society.
x	6. To stimulate a heightened appreciation for our democratic ideals.		no	To develop the highest type of human character.
xxx	7. Formulating ways and means of adjusting the individual with his environment.		xxx	Formulating ways and means of adjusting the individual with his environment.

TABLE XIV (Continued)

xx	8.	To instill ideals of good citizenship.	xx	To instill ideals of good citizenship.
x	9.	To introduce the student to a larger knowledge of his world.	no	Develop efficient race leaders.
no	10.	To develop good citizens.	no	To teach pupils to think and to adjust one to his environment.
no	11.	The development of desired attitudes, ideals, appreciations and habits.	x	Development of desired (socially approved) attitudes, habits, appreciations, and ideals; mental discipline, and the ability to use scientific methods.
xxx	12.	To prepare individuals to discharge responsibilities, duties, and relationships of the democratic way of life.	x	To prepare for complete living through adjustment of individuals to their environment.
xxx	13.	To develop the concept and the technique of efficient membership in the changing world community: to develop a spirit of racial, religious and political tolerance.	xxx	To develop concept and the technique of efficient membership in local, state, national and world communities with minority group technique as most effective for adjustment.
x	14.	To educate every individual to his fullest capacity.	x	To train students for the various vocational pursuits of life.
x	15.	To develop an awareness of constitutional rights and responsibilities of citizens.	xxx	To develop an awareness of constitutional rights and existing barriers to full self-expression.
no	16.	To develop sense of good sportsmanship.	x	To develop logical and analytical thinking with respect to the culture.

TABLE XIV (Continued)

xxx	17.	To provide for personal and social adjustment in the light of ideals of democratic living.	x	To prepare students for life-Vocational efficiency.
x	18.	To develop each individual to his fullest capacity.	x	To prepare Negro youth to live well in our existing society.
xx	19.	To inculcate ideals and principles of right living (socially approved standards)	xx	To inculcate ideals and principles of right living.
nc	20.	To educate for citizenship in a democracy.	nc	To educate for citizenship in a democracy.
x	21.	To prepare students to understand the nature of social and physical environments and to accommodate themselves to them.	x	To teach Negro student better how to fit himself to modern civilization.
xx	22.	To instill ideals of a wholesome life.	xx	To train for community service.
x	23.	To develop minds trained to think (to be able to apply principles learned to similar situation.)	x	Adjustment of the student to the American way of life.
x	24.	To train individuals to participate in all aspects of American life.	x	To give the student those knowledges and skills necessary to cope with social and economic problems peculiar to Negroes.
nc	25.	Harmonious development of personality.	x	To prepare students to fit into an imperfect democratic society.
xxx	26.	To provide for general and specific needs, purposes, attitudes, and interests of pupils.	xxx	To provide a stimulating environment so as to assist the students to develop ability to solve his problems.

TABLE XIV (Continued)

xxx	27.	To teach individuals to think for themselves (To solve unique problems when they arise.)	x	To train leaders in the professions and vocations.
x	28.	To promote development of techniques for acquiring "truth" from all sources; to utilize such data in solving current problems.	xx	To train and equip students with objective data, minority techniques, and broad social goals (ideals.)
xxx	29.	To develop flexible, active and many-sided personalities.	x	To train leaders for the professions and vocations.
x	30.	Development of individual capacities to the fullest.	xxx	Development of individual capacities to the fullest and in the use of devices for removing works of segregation.
x	31.	Fullest possible development of the individual's potential qualities.	x	To give pre-vocational training.
xxx	32.	To prepare for creative living rather than earning a livelihood.	xxx	To prepare for creative living rather than earning a livelihood.
xxx	33.	Development of good citizens for a democratic way of life.	xxx	To develop ability to think reflectively in relation to major areas of life.
x	34.	Discovery and development of individual capacities.	xxx	(a) To understand, evaluate cultures, past and present; (b) to develop a sufficiency of survival techniques in political, social and economic relations.

TABLE XIV (Continued)

x	35.	To help individuals to adjust their discordant desires to their ensign environment.	x	To train that select few who are capable of profiting thereby to develop capacities to the utmost.
xxx	36.	To implement democracy; to teach pupils to think logically and rationally.	xxx	To implement democracy; to teach pupils to think logically and rationally.
x	37.	Perpetuate the democratic ideal.	x	Perpetuate the democratic ideal.
xxx	38.	To develop intelligent (creative) citizens.	xxx	To fit Negro youth for citizenship and for increased participation in American life as rights and privileges are granted to him.
no	39.	To impart skills, knowledges and development of the "will" and ability to evaluate democracy critically.	x	Development of skills necessary for earning a livelihood, and of a critical attitude.
xx	40.	Adjustment of individuals to needs and demands of society.	x	Training for vocational efficiency.
x	41.	Vocational efficiency and mental development.	x	Vocational efficiency and mental development.
x	42.	To allow the individual to grow and develop to his full capacity.	x	To provide knowledges, skills and techniques for pupils to enable them to become useful members of society and to develop well-rounded personalities.
x	43.	The search for truth.	x	The search for truth.
xxx	44.	To train men and women to live in a society to which they contribute and build.	no	To train Negro youth to live well.

TABLE XIV (Continued)

x	45.	Search for truth.	x	Search for truth.
x	46.	To teach skills of reading, writing, and arithmetic.	x	To improve elementary skills.
x	47.	To teach people to function as best they can in existing political situation.	x	To teach students to exercise their best ability in spite of limitations which exist because of race.
xxx	48.	To interpret the democratic way of life by giving opportunities in school to practice democratic processes.	xxx	To give the student a broad and general understanding of society and to provide techniques for participation and adjustment in various areas.
xx	49.	To give the student a clear view of good citizenship.	x	To prepare students for life in (existing) present society.
x	50.	To equip one to find and to utilize the higher values of life.	x	To prepare one to live in an imperfect democracy as a member of a minority group.
x	51.	To prepare individuals to assume intelligently the responsibilities of citizenship.	x	To prepare the Negro to take his place in society.
nc	52.	To develop intelligent citizens who will work for the promotion of social well-being.	nc	To train students to discover and to utilize social resources for the promotion of social welfare.
x	53.	To develop an appreciation for the cultures of all races.	x	To develop an appreciation for the culture of all races and to provide opportunities for such experiences.

TABLE XIV (Continued)

nc	54.	To teach young people to follow the advice of their thinking.	xxx	To develop rational and realistic leaders to bring Negroes to full equality with whites and with one another.
xxx	55.	Development of personality of individual for his own benefit and for the improvement of society.	xxx	Development of personality of individual for his own benefit and for the improvement of society.
x	56.	To help one live his best as an individual and as a member of society.	x	To help students find their places in their world of work and prepare them to serve effectively.
x	57.	To develop controls of conduct that will enable universal participation in a democracy.	x	To prepare for various vocations.
x	58.	To prepare for citizenship and adjustment in life.	x	To promote cultural development.
x	59.	To seek truth and to develop an appreciation of it.	x	To seek truth and to develop an appreciation of it.
x	60.	Development of all the individual potentialities.	x	To prepare for vocational efficiency.
x	61.	To adjust the individual with his environment.	nc	To develop cultured men and women.
xxx	62.	To facilitate pupil understanding and appreciation of the American scene and to develop an intelligent approach to problems found therein.	xxx	Development of intelligent (realistic) leaders.

TABLE XIV (Continued)

xxx	63.	Reflective thinking in terms of practical problems.	xxx	To teach students to think reflectively.
xxx	64.	Develop individuals to function intelligently in a democratic social order.	xxx	To develop reflective thinking.
x	65.	To prepare for life; for vocational and avocational efficiency.	x	To prepare for life; for vocational and avocational efficiency.
x	66.	To give the student those knowledges and skills that he will need in life.	x	To give the student those knowledges and skills that he will need in life.
x	67.	To prepare for future life in our democratic society.	x	To develop ability of each student to adjust himself to our democratic society.
xx	68.	To inculcate good attitudes, belief and knowledges in each pupil.	xxx	To inculcate good attitudes, beliefs and knowledges in each pupil.
x	69.	To develop the richest personalities possible while developing the finest possible citizens and members of the social group.	x	To develop the richest personalities possible while developing the finest possible citizens and members of the social group; to develop leaders.
x	70.	Provide opportunities for the maximum development of the individual.	x	To develop an awareness of vocational and intellectual opportunities.
xx	71.	To provide opportunities for growth in a good life.	x	All-around development of individual.
xx	72.	Teach ideals based on the proper balance between "rights" and "duties" of citizenship.	x	Cultural and vocational efficiency some attention to the "race problem."

TABLE XIV (Continued)

xxx	73.	To promote the development of a democratic society.	xxx	Integration of the Negro mind into the stream of world culture in order to promote, in each student, an ability to contribute to the solution of social problems.
x	74.	To prepare individuals for future living.	x	To prepare for future living.
xxx	75.	To train pupils to adjust themselves effectively and creatively into a democratic way of life.	x	To develop an appreciation of our cultural heritage; to impart knowledge.
xx	76.	To make the ideal of democracy a reality.	xx	To instill a philosophy of life which will ceaselessly stimulate the Negro to refuse to accept the "place" he is now forced to live in.
x	77.	To impart a knowledge of existing democratic practices.	x	To fit the individual to live best in our American type of democracy.
x	78.	To prepare individuals for social and economic efficiency.	x	To develop leaders in several professions.
xx	79.	To develop a democratic attitude.	x	To provide effective leaders in all fields of endeavor.
x	80.	Fullest development of all worthwhile capacities of the individual.	x	To train intelligent leaders for the masses.
xx	81.	To provide training to fit one to live in an ideal democracy.	xx	Training for living in an ideal democracy.

TABLE XIV (Continued)

no	82.	To develop intelligent citizens.	no	To develop intelligent citizens and capable leadership.
xx	83.	To inculcate principles of social justice and objective analysis of social problems.	x	To equip students with knowledges and techniques in order that the Negro might be permitted to participate in democratic processes.
x	84.	Development of each individual to fill the job for which he is best fitted.	no	Train for citizenship.
x	85.	To develop each individual to his fullest extent in the line of his greatest interests, potentialities and opportunities.	x	To develop each individual to his fullest extent in the line of his greatest interests, potentialities and opportunities.
x	86.	To develop the natural capacity of the individual to the fullest extent.	x	To develop natural capacity of the individual to the fullest extent.
x	87.	To cultivate individuality.	x	To cultivate the individual socially.
x	88.	Maximum development of individual according to his capacity.	x	Maximum development of individual according to his capacity.
x	89.	To provide adequately for meeting the needs of individuals.	xx	To acquaint and to provide Negro youth solutions to general problems of Negro citizens.
x	90.	Individual development and growth.	x	Individual development and growth.

TABLE XIV (Continued)

x	91.	To train individuals to maintain their rights for expression and security and to work in harmony with those of diverse views.	x	To train individuals to maintain their rights for expression and security and to work in harmony with those of diverse aims.
xxx	92.	To prepare for constructive citizenship.	xxx	To prepare for constructive citizenship.
no	93.	To develop intelligent and responsible citizens.	no	To develop worthy Christian character.
xxx	94.	To train individuals to view life realistically.	xxx	To train individuals to view life realistically.
no	95.	Cultivation of personality, especially insight into one's own life and a genuine affection for others.	xxx	To produce Negro leaders with a genuine love for their race and with ability to lead in the fight against the American caste system.
xxx	96.	To furnish tools and technique to do scientific thinking.	xxx	To enable the student both to transcend and transform the American caste system.
xx	97.	To inculcate basic democratic principles and values.	x	To explain the world to the student and the special circumstances affecting the Negro.
xx	98.	To teach what is useful in the present situation.	xx	To teach the individual what is useful and to adjust himself to a changing social order.
x	99.	The development of the individual's maximum productiveness along with a respect for the abilities and rights of others.	xx	Making the student as capable as possible in working toward a transformation of the theoretical democracy of the United States into a real democracy.

TABLE XIV (Continued)

x	100.	To present all philosophies of life and not just the "American way".	xx	To train Negro youth how to better himself in all walks of life.
x	101.	To develop latent talents of the individual in order that he might find his place in life.	xx	To develop latent talents of the individual in order that he might find his place in life.
x	102.	To give full and unbiased attention to all sides of every issue or question.	x	To train for greater participation in all phases of American life.
x	103.	To open to the student the vast field of human knowledge in an unbiased way.	x	To open to the student the vast field of human knowledge in an unbiased way or manner.
x	104.	To teach pupils to live the fullest life possible consistent with the rules of a democratic society.	x	To integrate the Negro into the American way of life.
x	105.	To prepare students for practical living and to develop a spirit of tolerance.	x	To develop leadership.
xx	106.	To promote the ideal of the greatest good for the greater number.	xx	To promote the ideal of the greatest good for the greater number.
x	107.	To train the child in the knowledge and use of rights, privileges and obligations which are his as a member of a democratic society.	x	To prepare the student to earn a livelihood.

Table XV presents a summary of opinions which teachers apparently support with reference to (1) the meaning of democracy; (2) the fundamental purpose which ought to underly education in our American democracy; and (3) the fundamental purpose of higher education in a Negro college.

TABLE XV
A SUMMARY OF TEACHERS' OPINIONS AS
REPORTED IN TABLE XIV

<u>Teachers Classified by Definitions of Democracy</u>	<u>No. of Teachers Who Appear to Hold Such an Outlook, with Reference to: Fundamental Purpose of Education</u>	
	<u>In General</u>	<u>In a Negro College</u>
Individualism (or laissez-faire-ism)	58	63
Planned Society	16	13
Cooperative Planning	22	21
Not Classified	11	10
Total	107	107

It is to be observed that those teachers who were interviewed do not support, with any degree of consistency, a harmonious outlook with reference to the three problems cited in the preceding paragraph. That is to say, many teachers who gave support to a given opinion, with reference to the meaning of the democratic concept failed to uphold a similar theoretical position with reference to the fundamental purpose of education in general or of higher education in a Negro college in particular. It is apparent, then, that not only do a majority of these teachers ignore or deny the significance of democratic ideals for education but many of them have failed to recognize basic purposes which should underly all education in a society which is assumed to be growing more democratic.

A total of 29 of the 107 "definitions of democracy" given by teachers could not be classified, by the writer, as supporting any particular position. Most of such definitions were, as a matter of fact, empty and meaningless.

Responses of teachers to question Number 4 in Part II, Section B of the questionnaire are listed in Table XVI. The question was presented in the following form: "In the education of prospective social studies teachers for secondary schools, what basic factor or factors ought to be considered by the administrator and teacher?"

Responses of individual teachers to the above question have been interpreted in the light of answers given by those same teachers to questions 1, 2, and 3, in Part II, Section B. That is to say, positions upheld by teachers with reference

to their concept of democracy, as to what the fundamental purpose of education in American democracy ought to be, and as to what should be the fundamental purpose of higher education in a Negro college logically demand a choice of values which will give support to a particular point of view. One valid measure, then, of worth of an individual teacher's reply to question 4 is the extent that his point of view toward the latter question supports his position with reference to questions 1 and 2.

In recording the replies of teachers to question 4, the writer has indicated, on the basis of his best judgment, the particular theoretical position which these data seem to imply. Those responses which state or infer that the individual and his needs should be the basic concern of the administrator and teacher in planning a program of education for prospective teachers have been indicated by means of the letter "x" at the left of the numbers designating individual teachers. Such designation means that the particular teacher has given support to laissez-faire-ism or individualism. Those replies which state or infer that social needs, society demands or social ideals should be the basic concern of school officials in planning a program of education for prospective teachers have been pointed out by means of the letters "xx". Replies which state or imply that the administrator and teacher ought

to consider the nature of society in which and for which the student is to be educated, the needs, interests and purposes of the student, and the ideals of society which give direction to the growth of the "whole" (society as a corporate body) as well as to the "parts" (individual working cooperatively) have been pointed out by the letters "xxx". Responses which could not be classified under any one of the above groups were indicated by the letters "nc" to the left of the number of the teacher who replied.

The fifth question in Part II, Section B of the questionnaire reads as follows:

Teacher-education programs designed to prepare social studies teachers for secondary school positions should have an inclusive purpose. What purpose, in your opinion, is inclusive enough to unify individual points of view, yet immediate enough to be clearly envisioned by all?

Responses of teachers to the above question are listed in Table XVII. Those theoretical positions which these statements express or imply have been pointed out much in the same manner as followed in Tables XII, XIV, and XVI.

A summary is presented in Table XVII-A of theoretical opinions which teachers apparently support as expressed or implied in statements given in reply to question 4, Part II, section B of the questionnaire.

In Table XVIII, an endeavor is made to summarize

theoretical positions which teachers apparently support as evident in their replies to the five questions or problems raised in Part II, Section B of the questionnaire.

In presenting this summary, the writer believes that a relative picture of social and educational outlooks of those 107 teachers who were interviewed has been given.

Perhaps the most significant conclusion to be drawn from Table XVII-A is the large number of teachers who were not able to respond to question 5. If we should include the vague and meaningless responses of the 12 teachers whose replies could not be classified with the number of teachers who did not reply we could state that one-half of all teachers interviewed had not envisioned any inclusive purpose which ought to underly a program for the education of prospective teachers of the social studies in high schools.

Even from a brief examination of Table XVIII, it is apparent that a very large number of the respondents have supported theoretical positions which are mutually contradictory. Or, to state it otherwise, teachers have accepted uncritically certain values, with reference to the meaning of democracy and the fundamental purpose of education in American democracy, without realizing the logical implications of the same. The extent that individual teachers have supported or have failed to uphold a consistent outlook is

summarized in Table XVIII-A. Likewise, the nature of those theoretical positions which a given number of teachers maintain consistently with reference to various problems raised in Part II, Section B of the questionnaire, are presented in Table XVIII-A.

TABLE XVI

INTERVIEW RESPONSES OF TEACHERS TO QUESTION: "IN THE EDUCATION
OF PROSPECTIVE TEACHERS OF THE SOCIAL STUDIES FOR A SECONDARY
SCHOOL WHAT FACTOR OR FACTORS OUGHT TO BE CONSIDERED
BY ADMINISTRATOR AND TEACHER?"

<u>Classification by the Writer of Responses of Teachers</u>	<u>Teachers' Responses</u>
x	1. Well-rounded knowledge of the Social Sciences. Attitude of open-mindedness. Needs of prospective teachers.
xx	2. Social trends--Social needs.
xx	3. Social needs of teacher as a citizen and as a teacher.
xx	4. Social and civic responsibilities of teacher-intellectual ability.
	5. No reply.
xx	6. Civic and social obligation of the teacher.
xx	7. Social trends.
xx	8. Demands of our political society.
	9. No reply.
xx	10. The environment in which the teacher will work.
xx	11. The needs of community in which the teaching is to be done.
	12. No reply.
xxx	13. (a) Visioning realistically the changing status of the Negro in American civilization; (b) The nature of American social organization.

TABLE XVI (Continued)

x	14. Knowledge that ought to be acquired. Character of prospective teacher.
no	15. Intellectual outlook of teacher.
xx	16. The environment in which the teacher will work.
xxx	17. The nature of social change. The outlook of prospective teacher.
xx	18. Social demands or needs.
	19. No reply.
xx	20. Social demands or needs.
no	21. An understanding of the social mind and social interaction.
x	22. Needs of the individual
no	23. Historical trends.
xx	24. Desirable solutions to social problem to be instilled in each pupil.
xx	25. Environmental factors or conditions (community in which teacher is to serve).
x	26. Knowledges that students ought to have--student needs.
x	27. Student needs with reference to citizenship.
x	28. Individual needs of the student.
x	29. Student needs as future citizens.
x	30. Needs of the individual as a citizen; needs of society.
x	31. Environmental demands--needs of students as individuals--Teaching procedures.
xxx	32. Need of the student; social well-being.
x	33. Subject matter to be learned by student.

TABLE XVI (Continued)

x	34. Need of student as a citizen.
x	35. Need of student as a prospective teacher.
x	36. The environment in which teacher is to work. Needs of individual as prospective teacher.
x	37. Perpetuation of the democratic ideal.
x	38. Needs of individual as a prospective teacher.
no	39. The nature of social change.
x	40. Knowledge of adolescents. Subject matter that prospective teacher should learn.
x	41. Social trends.
x	42. Student needs as prospective teachers.
no	43. Subjects to be taught.
xxx	44. Social trends--Individual needs of prospective teachers.
x	45. Knowledges, skills and attitudes that prospective teachers ought to possess.
	46. No reply.
x	47. Needs of prospective teacher as an individual (citizen).
xx	48. Environmental demands upon the school.
xx	50. No reply.
xx	51. Environmental factors.
x	52. Needs of individuals as citizens.
x	53. Knowledges to be learned; habits to be formed; skills.
xx	54. Social needs of the individual.
x	55. Professional equipment of prospective teacher.

TABLE XVI (Continued)

x	56. Needs of individuals as citizens.
	57. No reply.
no	58. Current world situation.
no	59. Perspective in which "method" is to be viewed.
x	60. Needs of individuals as citizens.
xxx	61. How the school may best develop ability of individual to think independently.
xxx	62. Nature of society; needs of individual; social change.
xx	63. Social needs and demands.
xx	64. Social needs--needs of individual as a citizen.
xx	65. Environmental demands or needs--needs of individual.
no	66. Mastery of intellectual tools for teaching.
xx	67. Social needs and demand for successful living.
xx	68. A need of understanding the nature of social development.
no	69. Needs of society--needs of individual as a teacher.
xx	70. Social trends--needs of society.
xx	71. Environmental needs or demands.
xx	72. Needs of individual as a prospective teacher and (2) as a citizen.
xx	73. Environmental demands or needs.
xx	74. Social trends.
x	75. Needs of individual as a prospective teacher--and as a citizen.
x	76. Needs of individual as a prospective teacher.

TABLE XVI (Continued)

x	77. Needs of individual as a citizen.
x	78. Respect for traditional values.
no	79. Existing social philosophies. Cultural background of people with whom prospective teacher is to work.
x	80. Student needs, interest, and capacities.
x	81. Needs of individual as a citizen and as a prospective teacher.
no	82. Social background of the American Negro.
x	83. Subject matter and method.
x	84. (Student needs) needs of individuals as citizens.
x	85. Student needs and interests in community activities.
x	86. Student needs and interests with reference to life work as a teacher.
x	87. Needs of the individual as a prospective teacher.
x	88. Needs of the individual as a prospective teacher.
x	89. Needs of individual as a citizen.
x	90. Needs of individual as a prospective teacher.
x	91. Needs of individual as a prospective teacher and as a student.
x	92. Needs of individual as a prospective teacher.
xx	93. High ideals that ought to be inculcated.
x	94. Needs of individual as a prospective teacher.
xxx	95. The needs of prospective teacher. The social situation.
xxx	96. Social demands. Individual's needs as a teacher.
x	97. Needs of individuals as prospective teachers.

TABLE XVI (Continued)

x	98. Needs of individual as a citizen.
x	99. Needs of individual as a citizen.
xxx	100. Needs of individual as a prospective teacher. Nature of social order.
x	101. Needs of individual as a prospective teacher and as a citizen.
xxx	102. Individual's outlook on life.
x	103. Needs of individual as a citizen.
x	104. Needs of individual as a prospective teacher.
xx	105. Social trends.
xxx	106. Social and economic environment.
x	107. Needs of individual as a prospective teacher.

TABLE XVI-A

SUMMARY OF TEACHERS' RESPONSES AS REPORTED IN TABLE XVI AND
CLASSIFIED BY THE WRITER FOR THE CLASSIFICATION INDICATED

<u>Teachers Classified by the Writer According to Posi- tion Supported</u>	<u>No. of Teachers Who Apparently Support a Giv- en Opinion as Reported in Table XVI</u>
Individualism (or Laissez-faire-ism)	50
Planned Society	30
Cooperative Planning	9
Not Classified	12
No Reply	<u>6</u>
Total	<u>107</u>

TABLE XVII

INTERVIEW RESPONSES OF TEACHERS TO THE QUESTION: "WHAT INCLUSIVE PURPOSE, IN YOUR OPINION, OUGHT TO UNDERLIE TEACHER-TRAINING PROGRAMS DESIGNED TO PREPARE PROSPECTIVE TEACHERS IN THE SOCIAL STUDIES IN HIGH SCHOOLS?"

<u>Classification by the Writer of Responses as Indicated</u>	<u>Teachers' Responses</u>
x	1. To correlate book material and life situations.
x	2. To develop an appreciation of civic, social economic and cultural aspects of life through understanding of organized social institutions, the significance of invention, and cultural mores.
	3. No reply.
no	4. To develop a well-rounded teacher with a "sane" philosophy of life.
	5. No reply.
no	6. To bring the different agencies of social welfare into a closer relationship.
	7. No reply.
	8. No reply.
	9. No reply.
x	10. To understand the interrelatedness of history.
x	11. Mental discipline and the use of scientific method.
	12. No reply.
x	13. Widen outlook on life.

TABLE XVII (Continued)

	14.	No reply.
xx	15.	To develop a desire for and an attitude of service to society.
x	16.	To develop belief in the fundamental worthwhileness of education. (To develop faith in education.)
xxx	17.	To provide for personal and social adjustment in the light of our democratic ideals.
xxx	18.	To prepare efficient teachers in harmony with our social ideals.
	19.	No reply.
no	20.	To educate for desirable citizenship.
	21.	No reply.
no	22.	An active concern with local problems.
	23.	No reply.
	24.	No reply.
xx	25.	To educate teachers in keeping with social demands.
x	26.	To develop a knowledge of our social situation.
xxx	27.	To stimulate critical and constructive thinking about the problems of democracy.
xx	28.	Social improvement by means of integration of individual attitudes.
xxx	29.	To educate individual to think reflectively on social problems.
x	30.	To prepare favorable environments for individual growth that he may develop his capacity to the fullest.
x	31.	To give a student knowledge of subject matter and of adolescents and to develop his ability to guide school experience of pupils in a wholesome manner.

TABLE XVII (Continued)

x	32.	To prepare for creative living; the all-around development of mind, body, spirit and social consciousness.
	33.	No reply.
x	34.	To promote a philosophy of individual initiative and adjustment in a changing social order.
no	35.	To educate the whole individual in order that he may be mentally happy and socially approved.
	36.	No reply.
x	37.	Perpetuation of the democratic ideal.
xxx	38.	To promote or stimulate each individual to formulate a sound philosophy in terms of present day living.
x	39.	To stimulate the development of a well-stored mind.
	40.	No reply.
x	41.	To develop a well-rounded personality; ability to earn a living and to use his leisure time wisely.
xxx	42.	To promote an understanding of the dynamic nature of our society and the methods or processes of improving the same.
x	43.	To give the pupil knowledge of his world.
	44.	No reply.
x	45.	To have the pupil discover what is true, good, and useful.
	46.	No reply.
xx	47.	To promote the attainment of those knowledges, skills, and habits which prospective teachers need in order to "put over his program."
xx	48.	To develop a greater social consciousness and social sensitivity.

TABLE XVII (Continued)

- | | |
|-----|--|
| x | 49. To give the student a knowledge of democratic processes so that he may be able to envision his purpose and value to society as a whole. |
| | 50. No reply. |
| | 51. No reply. |
| | 52. No reply. |
| x | 53. To develop an ability to understand and to appreciate social organization. |
| | 54. No reply. |
| x | 55. To give the students knowledges, skills, and to develop his ability to appreciate existing culture. |
| xxx | 56. To develop independence of thinking and critical evaluation of theories and practices of social institutions and to stimulate each individual to do what he can to improve the socio-economic order. |
| | 57. No reply. |
| x | 58. Development of personality of each individual for his own benefit and for the improvement of society. |
| xxx | 59. To promote clarification of "meanings" relating to an adequate understanding of a democratic society. |
| x | 60. To train the individual to live and to earn a living within society. |
| no | 61. To promote human progress. |
| | 62. No reply. |
| x | 63. To supply prospective teacher with a knowledge of his field (subject matter) and teaching techniques adapted to his field and work level. |
| x | 64. The maximum growth of the individual and of the group to ever higher level of human relationship. |
| | 65. No reply. |

TABLE XVII (Continued)

x	66.	To develop pupils who are "masters" of their subject field.
	67.	No reply.
x	68.	To develop knowledges, skills, habits and appreciation which society desires.
x	69.	To produce persons who are themselves masters of their discipline (subject-field) and capable of guiding youth into the accomplishment of similar mastery.
	70.	No reply.
nc	71.	How best to <u>fit in</u> the situation to obtain best results.
nc	72.	To prepare citizens for our industrial democracy.
	73.	No reply.
	74.	No reply.
xx	75.	To inculcate an appreciation of basic concepts such as continuity of human achievement, dynamic of change, etc.
x	76.	Thorough grounding in the social sciences.
	77.	No reply.
nc	78.	Good citizenship.
	79.	No reply.
xxx	80.	To perpetuate that which is desirable in society and to help improve the social order.
	81.	No reply.
xxx	82.	Training for "good" citizenship and to clarify the meanings of citizenship.
x	83.	To promote a clear perspective of all sides of an issue or question. To seek truth and understandings.

TABLE XVII (Continued)

	84.	No reply.
	85.	No reply.
	86.	No reply.
	87.	No reply.
x	88.	To provide for individual needs of students.
no	89.	To develop good citizens.
	90.	No reply.
x	91.	To train prospective teachers who will be able to make academic ideas more workable in actual life.
xxx	92.	To promote constructive citizenship.
	93.	No reply.
	94.	No reply.
xxx	95.	To equip the student intellectually and emotionally so that he will be able to initiate pupils under his charge into the membership of an effective and self-assertive minority group in a wider commonwealth that is far from being a democracy.
	96.	
xx	97.	To inculcate basic democratic principles and values.
	98.	No reply.
	99.	No reply.
	100.	No reply.
x	101.	To develop the latent abilities of the individual.

TABLE XVII (Continued)

x	102.	To prepare teachers who will be able to serve the needs of the community in which they will work.
	103.	No reply.
no	104.	To give the students those facts that he ought to have and to prepare him for an ever changing society.
no	105.	To prepare for leadership in education.
x	106.	To develop an awareness of the position of the Negro in democratic processes.
xx	107.	To develop an awareness of social consciousness and a feeling of individual responsibility for group progress.

TABLE XVII-A

SUMMARY OF TEACHERS' RESPONSES, AS REPORTED IN TABLE XVII
BY THE WRITER FOR THE CLASSIFICATION INDICATED

Teachers' Responses Classified by the Writer According to Position Supported	No. of Teachers Who Apparently Support a Given Opinion as Reported in Table XVII
Individualism (or laissez- faire-ism)	33
Planned Society	8
Cooperative Planning	13
Not classified	12
No reply	<u>41</u>
Total	<u>107</u>

TABLE XVIII

SUMMARY OF TEACHERS' RESPONSES, AS REPORTED IN TABLES XII, XIV, XVI,
AND XVII, BY THE WRITER FOR THE CLASSIFICATION INDICATED

Teachers' Classifications by the Writer According to Positions Supported
As Indicated

Teacher	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Teacher	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5
1	xxx	x	x	x	x	36	xxx	xxx	xxx	x	-
2	xxx	x	x	xx	x	37	x	x	x	x	x
3	no	x	x	xx	-	38	x	xxx	xxx	x	xxx
4	xxx	xx	xx	xx	no	39	x	no	x	no	x
5	x	x	x	-	-	40	xxx	xx	x	x	-
6	no	x	no	xx	no	41	x	x	x	x	x
7	no	xxx	xxx	xx	-	42	xxx	x	x	x	xxx
8	x	xx	xx	xx	-	43	no	x	x	no	x
9	no	x	no	-	-	44	xxx	xxx	no	xxx	-
10	no	no	no	xx	x	45	no	x	x	x	x
11	no	no	x	xx	x	46	xx	x	x	-	-
12	xxx	xxx	x	-	-	47	x	x	x	x	xx
13	xx	xxx	xxx	xxx	x	48	x	xxx	xxx	xx	xx
14	no	x	x	x	-	49	xx	xx	x	xx	x
15	x	x	xxx	no	xx	50	x	x	x	-	-
16	no	no	x	xx	x	51	x	x	x	xx	-
17	xxx	xxx	x	xxx	xxx	52	x	no	no	x	-
18	no	x	x	xx	xxx	53	no	x	x	x	x
19	xxx	xx	xx	-	-	54	x	no	xxx	xx	-
20	no	no	no	xx	no	55	xxx	xxx	xxx	x	x
21	xxx	x	x	no	-	56	xxx	x	x	x	xxx
22	x	xx	xx	x	no	57	no	x	x	-	-
23	xxx	x	x	no	-	58	no	x	x	no	x
24	xxx	x	x	xx	-	59	x	x	x	no	xxx
25	xxx	no	x	xx	xx	60	xxx	x	x	x	x
26	xxx	xxx	xxx	x	x	61	x	x	no	xxx	no
27	x	xxx	x	x	xxx	62	xx	xxx	xxx	xxx	-
28	xx	x	xx	x	xx	63	no	xxx	xxx	xx	x
29	xxx	xxx	x	x	xxx	64	xxx	xxx	xxx	xx	x
30	x	x	xxx	x	x	65	xx	x	x	xx	-
31	x	x	x	x	x	66	xxx	x	x	no	x
32	xxx	xxx	xxx	xxx	x	67	x	x	x	xx	-
33	no	xxx	xxx	x	-	68	xx	xx	xx	xx	-
34	xxx	x	xxx	x	x	69	no	x	x	no	x
35	xxx	x	x	x	no	70	x	x	x	xx	-

TABLE XVIII (Continued)

Teacher	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5	Teacher	Q. 1	Q. 2	Q. 3	Q. 4	Q. 5
71	xx	xx	x	xx	no	89	x	x	xx	x	no
72	no	xx	x	x	no	90	xxx	x	x	x	-
73	x	xxx	xxx	xx	-	91	xxx	x	x	x	x
74	x	x	x	xx	-	92	xxx	xxx	xxx	x	xxx
75	no	xxx	x	x	xx	93	x	no	no	xx	-
76	xx	xx	xx	x	x	94	no	xxx	xxx	x	-
77	xxx	x	x	x	-	95	no	no	xxx	xxx	xxx
78	no	x	x	x	no	96	no	xxx	xxx	xxx	xxx
79	xxx	xx	x	no	-	97	xxx	xx	x	x	xx
80	xxx	x	x	x	xxx	98	x	xx	xx	x	-
81	x	xx	xx	x	-	99	no	x	xx	xx	-
82	xx	no	no	no	xxx	100	xxx	x	xx	xxx	-
83	x	xx	x	x	x	101	xxx	x	x	x	x
84	x	x	no	x	-	102	xx	x	x	xxx	x
85	x	x	x	x	-	103	no	x	x	x	-
86	x	x	x	x	-	104	x	x	x	x	no
87	no	x	x	x	-	105	no	x	x	xx	no
88	x	x	x	x	x	106	no	xx	xx	xx	x
						107	x	x	x	x	x

*Q. 1, Q. 2, etc. are used to indicate the five statements and questions in Part II, Section B of the questionnaire. See Appendix.

xxx - A cooperative planning type of social organization.

xx -- Planned type of social organization.

x --- Individualistic or laissez-faire social system.

no -- Not classified.

- -- Denotes no reply.

TABLE XVIII-A

THE EXTENT TO WHICH TEACHERS SUPPORT OR
HAVE FAILED TO SUPPORT VARIOUS
VIEWPOINTS CONSISTENTLY

	<u>No.</u>	<u>Per Cent</u>
a. Number of teachers who apparently give support to a given theoretical position consistently with reference to all five problems raised in Part II, Section B of the questionnaire	5	4.7
b. Number of teachers who apparently give support to a given theoretical position consistently, as far as they have expressed themselves, with reference to the five problems raised in Part II, Section B	9	8.4
c. Number of teachers who apparently support a given theoretical position consistently with reference to the meaning of democracy, the fundamental purpose of education in American democracy, and the basic purpose which should underlie higher education in a Negro college.	23	21.5
d. Teachers who apparently support a given theoretical position consistently with reference to the meaning of democracy, the fundamental purpose of education in American democracy, the basic purpose which should underlie higher education in a Negro college, and basic factors which should be considered by the teacher and administrator in formulating a program of education for prospective teachers of the social studies in high school	11	10.3
e. Teachers who apparently support a given theoretical position consistently with reference to the fundamental purpose which ought to underlie education in American democracy and higher education in a Negro college	70	65.4
f. Teachers who apparently support a given theoretical position consistently with reference to the funda-		

TABLE XVIII-A (Continued)

mental purpose which ought to underly education in American democracy and the basic factors which ought to underly education in American democracy and the basic factors which ought to be considered by the teacher and administrator in formulating a program of education for prospective teachers of the social studies in high school			42	38.3
g.	Number and per cent of teachers who apparently support a given theoretical position consistently with reference to the fundamental purpose which should underly education in American democracy and the inclusive purpose which should underly a program of higher education for prospective teachers of the social studies in high school		26	24.3
h.	The nature of theoretical position apparently upheld by those five teachers who maintained a consistent outlook with reference to all five problems raised in Part II, Section B of the questionnaire were:			
	(1) Individualism (or laissez-faire-ism)	5	100	
	(2) Planned Society	0	0	
	(3) Cooperative-planning Society	0	0	
i.	The nature of theoretical position apparently upheld by those 9 teachers who gave consistent support to, as far as they expressed themselves, all five problems raised in Part II, Section B of the questionnaire.			
	(1) Individualism (or laissez-faire-ism)	9	100	
j.	Nature of theoretical positions apparently upheld by those 23 teachers who maintained a consistent outlook with reference to questions 1, 2, and 3 in Part II, Section B of the questionnaire:			
	(1) Individualism (or laissez-faire-ism)	14	60.8	
	(2) Planned Social Organization	2	8.7	
	(3) Cooperative-Planning Type of Social Organization	7	30.5	
1.	The nature of the theoretical positions apparently upheld by those 11 teachers who maintained a consistent outlook with reference to questions 1, 2, 3 and 4 in Part II, Section B of the questionnaire (see item No. d in this table):			

TABLE XVIII-A (Continued)

(1) Individualism (or laissez-faire-ism)	45	64.3
(2) Planned Type of Social Organization	9	13.5
(3) Cooperative-Planning Type of Social Organization	16	22.2
m. The nature of the theoretical positions apparently upheld by those 42 teachers who maintained a consistent outlook with reference to questions 2 and 4 in Part II, Section B of the questionnaire (see item No. f in this table)		
(1) Individualism (or laissez-faire-ism)	30	71.4
(2) Planned Type of Social Organization	6	14.3
(3) Cooperative-Planning type of Social Organization	6	14.3
n. The nature of the theoretical positions apparently upheld by those 26 teachers who maintained a consistent outlook with reference to questions 2 and 5 in Part II, Section B of the questionnaire:		
(1) Individualism (or laissez-faire-ism)	19	73.1
(2) Planned type of Social Organization	1	3.8
(3) Cooperative-Planning Type of Social Organization	6	23.1

107. INSTRUCTIONAL PRACTICES OF TEACHERS OF SOCIAL
SCIENCE AND EDUCATION WHO ARE RESPONSIBLE
FOR PROVIDING INSTRUCTION IN A GIVEN
COURSE REQUIRED OF ALL PROSPECTIVE
TEACHERS OF SOCIAL STUDIES IN
HIGH SCHOOL

An endeavor was made in the two preceding parts of this chapter to point out those philosophical positions which teachers of prospective teachers for secondary schools apparently support. Data to be presented in this, the third, part of Chapter III are to supplement the foregoing findings.

A basic purpose of this study, as pointed out in Chapter I, is to ascertain educational philosophies underlying existing programs for the education of prospective teachers of Negro youth in high school. Fundamental to the formulation of a solution of this problem is the assumption that teachers of prospective teachers do possess a philosophy of education. Upon the basis of this assumption, the writer has endeavored to ascertain whether each teacher has formulated a philosophy which harmonizes with his teaching activities.

The interview method was used to obtain information from those 107 college teachers who offered instruction during the spring term of the 1940-41 school year, in one or more courses normally required of all prospective teachers

of the social studies. Part II, Section C of the questionnaire was used as a guide to the interview and for the purpose of recording data obtained from each interviewee. In reporting these findings, the following procedure has been followed:

1. The statements and questions presented to each teacher during the interview are listed by number, both as to order of their presentation to the teachers and in the order of their appearance in Part II, Section C of the questionnaire.

2. The responses of teachers to each statement and question are presented immediately following a given statement or question. As far as it was possible to do so, the reply of an individual teacher has been presented in his own words in tabular or descriptive form.

3. Immediately following each table, such summaries and interpretations are presented as may seem to be necessary in order to clarify these data.

4. Lastly, significant findings with reference to consistency of outlook of individual teachers are summarized at the end of this section, either in brief descriptive statements or in tabular form.

In Table XIX, responses of teachers to statement one and to question three of Part II, Section C, of the questionnaire are listed as recorded on the schedules.

Statement 1:

"If you are teaching more than one course normally required of all prospective social studies teachers, you may select one, for the purpose of supplying data for the schedule below." Title of Course

Question 3. "What is your dominant purpose or aim in teaching this course?"

Responses of individual teachers to question 3 have been classified by the writer, on the basis of his best judgment, as follows:

The single plus (+) sign has been placed at the left of the number used to designate individual teachers, to indicate those statements which are judged by the writer to harmonize best with the belief that the dominant purpose of education is to achieve learnings; a mastery of facts.

The double plus (++) sign has been used to indicate responses of teachers which are judged by the writer to harmonize best with the point of view that the development of an ability^{7a} apply principles or generalizations--to use facts in specific ways--is the most desired outcome of education.

The triple plus (+++) sign has been used to indicate responses of teachers which are judged by the writer to harmonize best with the point of view that the development of independent learning ability or an ability to think reflectively ought to be the dominant aim of teaching.

TABLE XIX

INTERVIEW RESPONSES OF TEACHERS TO THE REQUEST: "INDICATE YOUR
DOMINANT PURPOSE OR AIM IN TEACHING A GIVEN COURSE."

Writer's Classi- fication of Tea- chers' Re- sponses	Teach- er	Title of Course	Dominant Aim or Purpose in Teaching
x	1.	Socio-economic Reconstruction	To present major points of view regarding socio-economic recon- struction.
xx	2.	High School Administration	To develop an appreciation of the teacher's share in administration through a study of techniques and processes through which their responsibility is expressed.
nc	3.	Social Science Survey	To introduce students to life.
xx	4.	Educational Psychology	To give a psychological basis of social education and to present principles fundamental to teaching.
x	5.	Modern Europe	To give trend of European civiliza- tion from a political and social point of view.
nc	6.	Educational Psychology	To acquaint the student with prin- ciples of the development of the mind, and encourage pupil better- ment.
nc	7.	Introduction to Social Science	Orient students to the Social Sciences.
xx	8.	History of the U. S. since 1860	To acquaint the student with the kind of historical perspective which will contribute to his under- standing of the present.

TABLE XIX (Continued)

x	9. Methods of Teaching	To give the student a knowledge of the better methods of teaching in secondary schools.
x	10. United States History	To give students a mental picture of the religious, political, social cultural and economic history of the United States.
xx	11. Rural Sociology	To acquaint the student with rural attitudes, institutions, problems, the relationship between rural and urban areas, and suggestions for reform.
xx	12. Methods of Teaching in High School	To give the student an understanding of the basic principles that underly all teaching and to familiarize him with the various methods of procedure.
xx	13. The Sociology of Educational Life	To enable the student to understand education as a social process.
x	14. Methods of Teaching in High School	To acquaint the student with better methods of teaching.
x	15. Teaching the Social Studies	To prepare student teachers for primary and secondary schools by offering effective methods of presentation of subject matter.
xx	16. Principles of Economics	To give students an understanding of the principles underlying the economic order in western society.
xx	17. Introductory Sociology	To acquaint pupils with the science of social processes, institutions, relations and control as factors in social adjustment.
xx	18. Methods of Teaching in High School	To present various methods of teaching procedures that have been advocated.

TABLE XIX (Continued)

x	19.	History of Civilization	To stimulate the student to acquire a knowledge of man's progress through the ages.
x	20.	Church Work With Young People	To acquaint the student with techniques and methods as well as objectives and materials in doing church work with young people.
xx	21.	Principles of Economics	To acquaint the student with economic laws as they relate to man's effort in making a living.
nc	22.	Social Texas and Federal Government	Training in mental powers necessary for forming intelligent decisions, attitudes and opinions in social matters.
xx	23.	Problems in Rural Education	To develop a knowledge of and an appreciation for rural problems as they relate to education of youth.
x	24.	Business Organization	To present basic facts concerning development of economic structure.
xx	25.	Fundamentals of Statistics	To prepare students to use and understand the techniques of elementary statistics.
x	26.	Introduction to Education	To introduce the freshman to modern educational practices. (An orientation course.)
x	27.	Filing and Record Keeping	To teach prospective file clerks to put away material so that it may be found quickly.
x	28.	Introduction to the Social Sciences	To provide an understanding how western society came to be, and help the student adjust himself to it.
xx	29.	Introduction to Education	To acquaint students with the social and political changes that

TABLE XIX (Continued)

		have influenced the development of the American school system and enable him to sense the relationship between the curriculum, the needs of the pupil and society.
xx	30. Community Problems	To assist the student in recognizing the community problems that exist in our social order.
xxx	31. The Family	To develop an awareness of the true nature of the process of family relationships, and an ability to seek out solutions intelligently.
x	32. The Negro in Our History	To show contributions that the American Negro has made to civilization.
x	33. Principles of Secondary Education	To acquaint the student with purposes and organization of our American secondary school.
x	34. Principles of Economics	To understand the way in which industrial society operates.
xx	35. Principles and Practices of Testing and measuring	To give the prospective teacher a general knowledge of the place of tests and measurements in education. Selection and construction of the most commonly used tests and measurements; an appraisal of the educational program through measurement procedures.
xxx	36. Teaching of the Social Sciences	To acquaint the student with some of the problems, techniques and methods involved in connection with the teaching of the social sciences, also to promote individual thinking and self-expression.
no	37. American Government	Development of the individual in our present society.

TABLE XIX (Continued)

xx	38. Negro History	To present the better side of the Negro's place in the present day society. To present the role that the Negro must play in a democracy and to present all fields that Negroes may enter.
no	39. Introduction to Philosophy	To acquaint students with the power and vigorousness of thinking; to inspire scholarly emulation; to impart knowledge of the methods, and the habit of critical thinking.
xx	40. Educational Psychology	To assist the student in understanding the process of learning.
x	41. United States History	The dominant aim is to first have students know subject matter well so that whatever objectives they have in view they will know something to teach.
x	42. Modern European History	To present a knowledge of the incidents that motivate and condition society in Europe from the 16th to 20th Century.
x	43. History of the South	To acquaint the student with the historical developments of Southern institutions.
xx	44. History of the United States	Brief history of American political, social, cultural and religious groups; understanding of and appreciation of American culture.
x	45. Educational Psychology	To give the student a knowledge of the basic educational and psychological principles.
x	46. Primitive Society	To acquaint the student with characteristic features of primitive society.
xxx	47. Introductory Sociology	To aid students in adjusting themselves to social problems which they have found and are finding in the community.

TABLE XIX (Continued)

xx	48.	Methods and Materials in Teaching Social Studies	To have prospective social studies teachers know methods and materials in this subject field, and to be skillful in selecting and organizing materials for teaching purposes.
nc	49.	American History	To give the student a clear view of good citizenship.
x	50.	Economics	To give the student a knowledge of the economic development of man and the several economic institutions of today.
xx	51.	Bio-Social Development of the Individual	To show that the developments of the individual depends on facts drawn from many fields of knowledge and to enable him to use the knowledge and experience as much as possible in the things that will aid in his development.
xx	52.	Rural Sociology	To aid students in acquiring knowledge of rural life and developing techniques of studying the same.
x	53.	U. S. History	To develop a knowledge of the important facts of American History.
x	54.	Educational Psychology	To enhance the students knowledge of learning.
x	55.	Introduction to Sociology	To give students a knowledge of social phenomenon
xx	56.	Educational Sociology	To develop an understanding and critical evaluation of the problem of social institutions--how they work and their defects.
xx	57.	Social Science Survey	To enable students to study intelligently (unbiased) present economic, social and political problems.
nc	58.	Social Science Survey	Development of personality to help himself and to improve social order.

TABLE XIX (Continued)

x	59. Methods of Teaching the Social Sciences	To present modern techniques most useful for the social studies teacher.
no	60. Introduction to Education	It is both professional and educational. It aims to give a survey, or bird's eye view, of education and occupations in which the class indicates interests to help them select their future occupation.
xx	61. Modern European History	Knowledge of social phenomenon. Group of events and their bearing on humanity.
x	62. Introduction to Sociology	To give the student a knowledge of basic social phenomena
xx	63. Modern European History	To develop student understanding of the nature and cause of the development of European culture and its influence upon American civilization.
no	64. General Psychology	Study of human behavior including oneself.
x	65. Modern Europe	To give the student a knowledge of the development of modern Europe (1500-1815).
xx	66. Educational Psychology	To present basic psychological principles of learning and behavior; to stimulate each pupil to develop an ability to use them.
xx	67. Principles of Economics	To develop an appreciation for economic principles governing many wealth-getting and wealth-using activities.
x	68. Social Pathology	To give the students as many facts of social pathology as is possible in 18 weeks.
xx	69. Teaching History of Social Studies	Acquaintance with and an understanding of purposes and procedures available for history teaching.

TABLE XIX (Continued)

xx	70. Tests and Measurements	To develop an ability to use educational tests and measurements for teaching and research purposes.
nc	71. The Family	The family as the unit of society--basis of so many phases of behavior--far reaching and vital.
xx	72. American Government	To acquaint the student with meaning of general welfare in a Democracy in relation to his personal rights and duties.
x	73. Economics	To portray the structure and functioning of the material aspects of prevailing social organization.
x	74. Educational Psychology	To study the original tendencies of human behavior and the modifications of them through education.
xx	75. Methods of Teaching History	To acquaint students with practical and constructive techniques in present day historical instruction.
xx	76. General Sociology	To acquaint the student with the underlying social forces which influence the lives of members of society.
xx	77. Political Science	To give a fundamental concept of the interaction and workings of state and national government.
nc	78. Methods of Teaching in Secondary Schools	To develop good teaching techniques.
x	79. United States History	To give the basic foundations of American civilization; the parts played by various groups in laying the foundation; the growth and developments of democracy.
xx	80. Educational Psychology	To develop an ability to apply psychological laws to the educated process.

TABLE XIX (Continued)

xx	81. History of Modern Europe	To gain a knowledge of the past and to compare the same with our present world.
xx	82. History of the Negro	To understand the forces and factors that have contributed to the Negro's progress.
xx	83. Elementary Economics	To give a basic understanding of fundamental factors in production and distribution.
xx	84. American History	To give the students the knowledge of the past in order that they may be able to better understand the present.
x	85. Child Psychology	To acquaint students with research studies in child psychology.
x	86. American Government	To present as many common knowledges of our federal, state and local government as are possible to obtain in one semester.
xx	87. History of Civilization	To give the student a working knowledge of the structure and workings of our national government.
xx	88. Principles of Teaching in High School	To stimulate the student to develop an appreciation for various techniques of teaching and how to use them most effectively.
x	89. Educational Measurements	To develop a knowledge of statistical measurements.
x	90. United States History	To acquaint the student with the main facts of United States history.
x	91. The Family	To acquaint the student with facts concerning the family as an institution.
x	92. Practice Teaching	To give the student first hand experiences in actual teaching situations.

TABLE XIX (Continued)

x	93.	Orientation Course in History	To give the student a knowledge of civilization on the constructive side.
xx	94.	Development of Economic Thought	To help students to see theories as emerging from problems of the times.
x	95.	Personality and Culture	To acquaint the student with fundamental knowledges about the nature and development of human personality.
xxx	96.	Social Insurance	To give an understanding of the history of social forces which culminated in the social insurance movement.
xx	97.	Social Pathology	To acquaint the student with social problems and to help them understand them.
x	98.	The Family	A study of the family as a social institution.
xxx	99.	Elementary Statistics	To give the student a critical understanding of statistical methods.
xx	100.	Geography	To develop an appreciation for humanity.
xx	101.	Survey of Civilization	To make the world intelligible to the students.
x	102.	American History	To give the student a thorough knowledge of subject matter as a basis for judging future trends.
x	103.	A Short History of Civilization	To give the student a knowledge of the history of civilization.
xx	104.	Essentials of Economics	To present basic elementary principles of our economic society.
x	105.	Introductory to American Government	To acquaint students with structure and workings of our national government.

TABLE XIX (Continued)

xx	106.	Rural Sociology	To help the student to appreciate rural social process trends and especially problems concerning the Negro.
xx	107.	The Negro in American History	To give facts, provide understanding, to instill race pride.

TABLE XX

SUMMARY OF TEACHERS' RESPONSES, AS REPORTED IN TABLE XIX, BY THE
WRITER FOR THE CLASSIFICATION INDICATED

BASIC POSITIONS UPHELD IN CLASSROOM PRACTICES BY 107 TEACHERS		
<u>*Mark of Identification</u>	<u>Theoretical Position Upheld</u>	<u>No. of Teachers Who Support Each Position</u>
/	(1) Acquisition of knowledges	43
//	(2) Developing an ability to apply knowledges--generalizations and principles learned--to similar situation	48
///	(3) Problem-solving ability	8
no (not classified)	(4) Points of view which could not be classified under any of the above groupings	8
Total		107

* A single plus sign (/) has been used to designate those who uphold the position that the dominant purpose of education is to achieve learnings or the acquisition of knowledges.

A double plus sign (//) has been used to indicate those teachers who apparently give support to that educational theory in which an ability to apply principles and generalizations, to use facts in specific ways, is the most desired outcome of education.

The triple plus sign (///) designates those who view education as a process which should aim to develop independent learning ability; the ability to think reflectively.

In Table XX, a summary is presented of teachers' responses as reported by the writer in Table XIX.

The responses of teachers to the fourth question of Part II, Section C, of the questionnaire were not tabulated due to the fact that the objectives listed by most of the teachers were vague and meaningless. Many teachers had prepared, prior to the interview, statements of specific objectives or aims for a given course in which from five to as many as thirty-five definite goals per teacher were proposed. It was evident to the writer that there was little to be gained, with respect to clarifying educational outlooks of teachers, in listing these proposed objectives. If many of these specific objectives were meaningless for those who suggested them, it would seem that they would not be more meaningful to the reader.

Responses of teachers to the fifth question of Part II, Section C, of the questionnaire are listed in Table XXI. The question was stated as follows:

In order to reach desired goals, what concepts do you consider most important for study in this course?

In Table XXII, responses of teachers to question six of Part II, Section C, of the questionnaire are listed as recorded on the schedules. Not all teachers responded to the question.

A summary of responses of teachers to statement seven

TABLE XXI

INTERVIEW RESPONSES OF INDIVIDUAL TEACHERS TO THE REQUEST: IN ORDER
TO REACH DESIRED GOALS, WHAT CONCEPTS DO YOU CONSIDER MOST
IMPORTANT FOR STUDY?"

<u>Teacher</u>	<u>Title of Course</u>	<u>Concepts Which Teachers Consider Most Important for Study in a Given Course.</u>
1.	Socio-Economic Reconstruction	Democracy, communism, fascism, social planning, indoctrination, propaganda, and others.
2.	High School Administration	Relation of administration to instruction. The state as the fundamental educational unit.
3.	Social Science Survey	*No reply.
4.	Educational Psychology	Growth, learning, wholesome personality.
5.	Modern Europe	Interrelationship and interdependence of world civilizations.
6.	Educational Psychology	Learning, behavior, discipline.
7.	Introduction to Social Science	Social change.
8.	History of U. S. Since 1860.	The changed nature of political, social and economic institutions.
9.	Methods of Teaching	Educational method--curriculum subject matter.
10.	United States History	The idea of continuity of history.
11.	Rural Sociology	The dynamic character of social institutions--social change.
12.	Methods of Teaching in High School	Principle, method, aim, integration.

TABLE XXI (Continued)

13.	The Sociology of Educational Life	Social control, mores, folkways, experience, personality and others.
14.	Methods of Teaching in High School	Social Science, social study, social learning.
15.	Teaching the Social Studies	Reflective thinking.
16.	Principles of Economics	Diminishing returns, demand, supply, price and distribution.
17.	Introductory Sociology	Scientific thinking in the social field, social method.
18.	Methods of Teaching in High School	Meaning of method, the interrelation of method and content.
19.	History of Civilization	The continuity of history.
20.	Church Work With Young People	That the teacher through God brings his kingdom of Heaven on earth in the hearts of men.
21.	Principles of Economics	Production, price, markets.
22.	Social Texas and Federal Government	Political society. Comprehension of universal principles.
23.	Problems in Rural Education	*No reply.
24.	Business Organization	*No reply.
25.	Fundamentals of Statistics	Function of mathematics.
26.	Introduction to Education	Open-mindedness.
27.	Filing and Record Keeping	*No reply.

TABLE XXI (Continued)

28.	Introduction to the Social Sciences	Social change, culture, social control.
29.	Introduction to Education	*No reply.
30.	Community Problems	*No reply.
31.	The Family	Sociology, family, social institutions.
32.	The Negro in Our History	Civilization, minority technique, morals.
33.	Principles of Secondary Education	None
34.	Principles of Economics	Philosophy of individualism, private property, economic welfare.
35.	Principles and Practices of Testing and Measuring	*No reply.
36.	Teaching of the Social Sciences	*No reply.
37.	American Government	Political parties, dynamics of political forces.
38.	Negro History	Citizenship as it relates to the Negro.
39.	Introduction to Philosophy	Scientific thought, social milieu.
40.	Educational Psychology	Guidance, learning, teaching.
41.	United States History	*No reply.
42.	Modern European History	Absolutism-Renaissance
43.	History of the South	*None (Mastery of facts).
44.	History of the United States	Culture, continuity of history.
45.	Educational Psychology	*No reply.

TABLE XXI (Continued)

46.	Primitive Society	*No reply (Mastery of facts).
47.	Introductory Sociology	*No reply (Mastery of facts).
48.	Methods and Materials in Teaching Social Studies	Social change.
49.	American History	Democracy
50.	Economics	Health, profit, distribution, value.
51.	Bio-Social Development of the Individual	*None (Mastery of facts).
52.	Rural Sociology	Social facts, science, culture, value, social control.
53.	U. S. History	Continuity of history.
54.	Educational Psychology	Learning, behavior, mind.
55.	Introduction to Sociology	A knowledge of social organization.
56.	Educational Sociology	Organismic psychology, social control.
57.	Social Science Survey	Integration, interdependence of social and economic process: profit, wages, etc.
58.	Social Science Survey	Democracy
59.	Methods of Teaching the Social Studies	Democracy
60.	Introduction to Education	A philosophy of education and life.
61.	Modern European History	*No reply.
62.	Introduction to Sociology	*No reply.
63.	Modern European History	The continuity and interdependence of cultural development.

TABLE XXI (Continued)

64.	General Psychology	Human Behavior
65.	Modern Europe	Price, profits, distribution, wealth.
66.	Educational Psychology	Association, memory, learning, habit formation.
67.	Principles of Economics	Such basic laws or principles as value, price, wages, etc.
68.	Social Pathology	(Attention centered on mastery of facts).
69.	Teaching History of Social Studies	Learning in relation to behavior, continuity of history.
70.	Tests and Measurements	*No reply.
71.	The Family	Scientific diagnosis, behavior, case study.
72.	American Government	Balance of power--personal freedom, justice, fair play.
73.	Economics	Capital, profits, class organization of society.
74.	Educational Psychology	Learning, psychological analysis, intelligence.
75.	Methods of Teaching History	*No reply (Mastery of facts).
76.	General Sociology	Social environment, culture, personality.
77.	Political Science	*No reply.
78.	Methods of Teaching in Secondary Schools	*None (purpose is to develop teaching skills).
79.	United States History	Clarification of democratic concept.
80.	Educational Psychology	Psychological laws of behavior.
81.	History of Modern Europe	*None (emphasis on mastery of facts).

TABLE XXI (Continued)

82.	History of the Negro	Democracy. Minority groups.
83.	Elementary Economics	Operation of economic laws.
84.	American History	Continuity of history
85.	Child Psychology	Habits, mental development, personality.
86.	American Government	Government, citizenship.
87.	History of Civilization	Continuity of history.
88.	Principles of Teaching in High School	None (to acquaint the student with specific facts).
89.	Educational Measurements	Community, social control, mores.
90.	United States History	Continuity of history. Historical facts.
91.	The Family	Social change, the family, social institutions.
92.	Practive Teaching	Teaching, learning, guidance.
93.	Orientation Course in History	Continuity of history.
94.	Development of Economic Thought	Help student to see "theories" as emerging from problems of the times.
95.	Personality and Culture	Personality, culture, adjustment, attitude, social groups.
96.	Social Insurance	*None (emphasis on mastery of facts).
97.	Social Pathology	*No reply.
98.	The Family	Family, society, government, social control.
99.	Elementary Statistics	Many, several, often, large, characteristics of an aggregate.

TABLE XXI (Continued)

100.	Geography	Cause and effect relationship.
101.	Survey of Civilization	Social reconstruction.
102.	American History	Democracy
103.	A Short History of Civilization	Continuity of history.
104.	Essentials of Economics	Capitalism, society, economic organization.
105.	Introductory to American Government	Democracy, equality, liberty, justice.
106.	Rural Sociology	Social interaction, psychological process.
107.	The Negro in American History	Race pride.

* A "no reply" response indicates either that the teacher did not have an answer to the question or that the central emphasis of the course was placed upon learning those facts which the teacher or the textbook presented.

TABLE XXII

INTERVIEW RESPONSES OF INDIVIDUAL TEACHERS TO THE QUESTION: "WHAT MEASURES OR DEVICES ARE USED TO ASCERTAIN IDEAS OR ATTITUDES OF STUDENTS TOWARDS CONCEPTS (LISTED IN TABLE XXI) UPON ENTERING THE COURSE

<u>Teacher</u>	<u>Responses of Individual Teachers</u>
1.	Class discussions and individual conferences.
2.	Objective tests (standard).
4.	Objective tests.
7.	Class recitations.
10.	Informal discussions.
13.	No systematic effort.
20.	Informal discussions.
25.	Essay tests.
27.	Informal objective tests.
28.	Standardized tests.
31.	Inventory schedules
34.	Critical discussions on current economic institutions.
37.	Challenging questions in order to secure opinions and beliefs of individual students.
38.	"Information" tests.
39.	Informal discussion.
40.	Class discussion.
41.	Socialized recitation.

TABLE XXII

47.	Attitude tests (teacher-made).
50.	A short informal test to discover how students "use" certain concepts.
51.	Tests and by "observation".
52.	Informal questions and tests (teacher-made).
56.	Oral quizzes.
57.	Oral quizzes.
60.	Class discussion.
63.	Mutual discussion of group.
64.	Teacher-made inventory.
66.	Discussions and informal examinations.
69.	Class discussions.
72.	Individual and group conferences.
75.	Informal tests.
77.	Group discussions.
80.	Informational and attitude tests (teacher-made).
83.	Informal questioning.
85.	Personal interviews and class discussions.
86.	Class discussions.
92.	Observation and discussion.
95.	Essay test given during first meeting of class.
99.	Discussion and questioning.
101.	Informal discussion.
105.	Class discussion.
107.	Class discussion.

of Part II, Section C, of the questionnaire is presented by the writer in Table XXIII.

In Table XXIV, the writer has endeavored to summarize responses of teachers to question eight of Part II, Section C, of the questionnaire.

In Table XXV, an endeavor is made to isolate and classify those factors which, as teachers assert, determine content (subject matter) of courses listed in Table XIX. Even a brief study of the table will reveal that a teacher is the most important single factor in determining what may be taught in his classrooms.

In Table XXVI, an effort is made to summarize opinions upheld in practice by teachers who were interviewed with reference to a guiding principle for choice of subject-matter. The data presented in this table indicate that teachers are not in agreement either among themselves or within themselves on any one guiding criterion. Forty-eight of those who were interviewed (nearly one-half of the group) assert that they use not one but two to five "guiding principles" for choice of subject-matter. Sixteen teachers rely on an "analysis of textbooks bearing on the subject" for guidance in choosing subject-matter to be taught in a given course while twenty-two would analyze student needs in order to achieve a similar objective.

Statement 7, Part II, Section C: Indicate just what teaching procedure or procedures you believe will best achieve the ends sought (objectives listed in answer to question 3).

TABLE XXIII

SUMMARY OF RESPONSES OF TEACHERS WITH REFERENCE TO TEACHING PROCEDURES
THAT ARE MOST FAVORED FOR THE PURPOSES OF ACHIEVING OBJECTIVES
SUMMARIZED IN TABLE XIX

<u>Teaching Method of Procedure</u>	<u>No. of Teachers Who Favor a Given Method</u>
Recitation Method	27
Lecture	23
Discussion-Socialized Recitation	16
Lecture-Discussion	13
Lecture-Recitation	12
Other Combinations of the above Procedures	12
Problem-solving	2
Project	<u>2</u>
Total	107

8. Indicate at least one teaching procedure which would be the least desirable, all other conditions being equal, in achieving the end sought (objectives listed in response to question 3).

TABLE XXIV

SUMMARY OF RESPONSES OF TEACHERS WITH REFERENCE TO TEACHING PROCEDURES WHICH THEY CONSIDER TO BE LEAST DESIRABLE, ALL OTHER CONDITIONS BEING EQUAL IN ACHIEVING OBJECTIVES LISTED IN TABLE XIX

<u>Teaching Method or Procedure</u>	<u>No. of Teachers Who do not Favor a Given Pro- cedure</u>
Lecture	48
Recitation	9
Project	7
Socialized Recitation	3
Others which could not be classified in any of the above groups	22
No response or choice made	<u>18</u>
Total	<u><u>107</u></u>

9. To what extent is the content (subject matter) of this course (listed in Table XIX) determined by:
- a. State certification requirements
 - b. The Faculty (administrative officers, head of department, etc.)
 - c. The teacher himself
 - d. The student
 - e. Other agencies

TABLE XXV

SUMMARY OF THOSE FACTORS WHICH, AS TEACHERS ASSERT, DETERMINE
CONTENT (SUBJECT MATTER) OF COURSES LISTED IN TABLE XIX

	EXTENT			
	<u>No. of Instances</u>	<u>Moderate</u>	<u>Large</u>	<u>Entirely</u>
State certification requirements	2	2	-	-
Faculty	33	26	7	-
The teacher himself	107	37	15	55
The student	31	26	5	-
Other agencies	-	-	-	-

TABLE XXVI

SUMMARY OF OPINIONS UPHELD IN PRACTICE WITH REFERENCE
TO GUIDING PRINCIPLES FOR CHOICE
OF SUBJECT MATTER

	<u>No. Supporting a Given Position</u>
1. Analysis of student needs	22
2. Analysis of textbooks bearing on the subject	16
3. Analysis of student needs and an analysis of textbooks bearing on the subject	8
4. Practices prevailing in other institutions	7
5. Practices prevailing in other institutions and an analysis of textbooks bearing on the subject	6
6. Analysis of duties and responsibilities of high school teachers	6
7. Guidance of Frontier thinkers or curriculum experts; analysis of duties and responsibilities of high school teachers; and, analysis of student needs	5
8. Practices prevailing in other institutions; analysis of textbooks bearing on the subject; and an analysis of student needs	4
9. Analysis of duties and responsibilities of high school teachers; analysis of textbooks bearing on the subjects; and analysis of student needs	4
10. Analysis of duties and responsibilities of high school teachers and an analysis of student needs	4
11. Frontier thinkers, curriculum experts	3
12. Various combinations of the above principles	22

12. If the students share in determining the content of the course, indicate the procedures used to enlist their help.

TABLE XXVII

PROCEDURES USED BY INDIVIDUAL TEACHERS TO ENLIST
HELP OF STUDENTS IN DETERMINING CONTENT OF
COURSES LISTED IN TABLE XIX

<u>Teacher</u>	<u>Responses of Teachers</u>
	1. The better students are consulted toward the end of course regarding the conduct of the course and how it might be bettered.
	2. Through pooling of practices related to various concepts in high school attended by these students and by pooling of observations in the practice high school.
	*3. No reply.
	4. Students are asked to suggest topics which appeal to them.
	5. No reply.
	13. Students choose special problems and projects in line with their immediate interests.
	16. Interchange of ideas in class.
	31. Study made of socio-economic background of student.
	34. No reply.
	36. Ability of student to comprehend and to appreciate the importance of their participation in class activities.
	37. None directly.
	38. Problems for study are selected by students according to their interests and needs.
	39. No reply.

TABLE XXVII (Continued)

52. Students interests and desires respecting the course are sought at beginning of term.
56. Students write out topics or problems which they would like to study. In addition, students are encouraged to raise questions at any time.
60. Students are asked to indicate their interests and likes with respect to the course.
72. Individual reports made by students.
73. Suggestions and criticisms of students are sought at all times.
74. No reply.
80. Students asked to list their interests, needs and questions in their field.
81. No reply.
82. Requests for suggestions from students frequently made.
83. Problems of major concern to student.
85. Students list their problems as they can see them. Instructor supplements their list. From this list students determine content of course.
86. Listing students' interests and preferences.
91. No reply.
92. Problems which students are confronted with and which they want to solve.
100. Students urged to make suggestions for bettering course.
101. No reply.

TABLE XXVII (Continued)

106. By means of interest in questionnaire and class discussion.

107. Stimulating student to express himself freely.

*A "no reply" response was recorded for those teachers who indicated, earlier in the interview, that they had endeavored to enlist the aid of students in determining content of a given course, who were not quite clear as to how aid was secured.

The responses of teachers to statement eleven of Part II, Section C, of the questionnaire were not tabulated by the writer. Only eleven teachers representing three institutions were able to supply the desired information. Five instructors, all employed by the same institution, stated that their teacher-training curriculum was formulated by a curriculum expert of their state. A second group of three teachers asserted that their teacher-training curriculum was formulated by a faculty committee who in turn use an "arm-chair" method to formulate a program. A third group of three teachers stated that the guiding principles for choice of curriculum at their school were practices prevailing at other institutions.

The responses of those teachers who indicated that they had sought to enlist the help of students in determining the content (subject-matter) of course are presented in Table XXVII.

In Tables XXVIII and XXVIII-A, responses of teachers to questions 13 and 14 are summarized. Eighty-six teachers or more than eighty per cent of those who were interviewed stated that a minimum body of knowledges and skills are required of all students in courses which they teach. Knowledges and skills which students are required to learn are determined, according to statements of these teachers, largely by teachers themselves.

In Table XXIX, the writer has listed responses of individual teachers to Question 15, of Part II, Section C, of the questionnaire. The question was stated as follows:

"What educational measures or devices are used to determine the extent of educational growth during the progress of the course?" (Course listed in Table XIX). The response of teachers to this question are listed individually and classified by the writer as follows:

A single plus (+) sign is used to designate those responses which, in the opinion of the writer were measures designed to ascertain the extent to which the student has mastered a given body of facts.

A double plus (++) sign is used to designate those responses which, in the opinion of the writer, were measures which would test the ability of students to apply principles and generalizations learned to similar situations.

A triple plus (+++) sign is used to designate those responses which, in the opinion of the writer, were measures designed to ascertain the ability of students to think reflectively.

The letters "no" are used to designate those responses which in the opinion of the writer, could not be classified under any one of the three groups above.

In Table XXX, a summary of teachers' replies, as listed in Table XXIX, is presented.

Responses of teachers to the question: "How do you measure modifications and growth of attitudes?" are summarized in Table XXXI. A study of this table will reveal that

Question 13. Is there a minimum body of knowledges and skills that students must learn in order to pass the course?

TABLE XXVIII

SUMMARY OF RESPONSES OF TEACHERS TO THE QUESTION: "IS THERE A MINIMUM BODY OF KNOWLEDGES AND SKILLS THAT STUDENTS MUST LEARN IN ORDER TO PASS THE COURSE?"

<u>A Minimum Body of Knowledges and Skills Required</u>	<u>Number</u>	<u>Per cent</u>
Affirmative replies	86	80.4
Negative replies	<u>21</u>	<u>19.6</u>
Totals	107	100.0

Question 14. Who determines what knowledges and skills are to be learned?

TABLE XXVIII-A

SUMMARY OF TEACHERS RESPONSES TO QUESTION 14 AS INDICATED

<u>Replies</u>	<u>Number</u>	<u>Per cent</u>
The teacher himself	15	87.2
The teacher and head of department	3	3.5
The teacher with other administrative officials	6	6.9
The teacher with faculty council	1	1.2
By faculty council	<u>1</u>	<u>1.2</u>
Totals	86	100.0

TABLE XXIX

INDIVIDUAL TEACHERS' RESPONSES TO THE QUESTION: WHAT EDUCATIONAL MEASURES ARE USED TO DETERMINE THE EXTENT OF EDUCATIONAL GROWTH DURING THE PROGRESS OF THE COURSE?

<u>Classification by the Writer of Responses as Indicated</u>	<u>Teacher</u>	<u>Responses</u>
//		1. Class discussions, essay-type examinations (understandings), term reports, and individual conferences.
/		2. Factual tests, seminar discussions.
/		3. Factual tests.
/		4. Teacher-made objective tests (factual); standardized tests.
/		5. Reviews, exercises, reports, factual tests.
/		6. Frequent reviews, theme writing, factual tests.
/		7. Students reaction on factual tests.
/		8. Essay examinations to measure student's grasp of facts.
/		9. Reviews and factual tests.
/		10. Oral and written tests (factual) discussions.
//		11. Frequent examinations to measure abilities of students to apply facts learned.
/		12. Teacher-made objective tests (factual).
///		13. The students' reactions to problems studied are measured subjectively by teacher.
//		14. Essay tests--(measure knowledge residue).

TABLE XXIX (Continued)

//	15. Periodic essay tests to measure the student's ability to use knowledges he has learned.
/	16. Tests which seek to measure degree of proficiency in answering questions concerning the subject.
no	17. New-type tests and individual written reports.
/	18. Essay-type tests and teacher-made objective tests to measure knowledges acquired by learner.
/	19. Formal course examinations (factual).
/	20. Essay-type tests (factual).
//	21. Examinations and reports which seek to measure facts and principles the student has learned in course.
//	22. Teacher-made objective tests (knowledges and understandings).
/	23. Essay tests calling for specific answers to specific questions.
/	24. Factual tests.
/	25. Factual tests.
/	26. Factual tests.
/	27. Objective tests of factual nature.
//	28. Tests of understandings.
//	29. Teacher-made objective test. Standardized test.
no	30. Use of practically all types of tests.
///	31. Essay and objective and (2) problems discussed in classroom to discover changes in pupil attitude.
///	32. Objective and essay tests which will show problem-solving ability of each pupil.
no	33. Teacher-made objective tests.

TABLE XXIX (Continued)

//	34. Essay-type tests of understandings.
no	35. Informal objective tests.
///	36. Subjective judgement of teacher based upon student participation.
//	37. Objective and essay quizzes of pupil's understanding of principle and general objectives to be learned.
/	38. Student response to questions presented to him in the classroom.
/	39. Essay tests--individual reports.
/	40. Objective tests scales.
/	41. Standardized tests--informal objective tests--factual.
//	42. Factual and attitude tests.
/	43. Monthly examination on topics discussed in the classroom.
//	44. Essay-type tests of understandings.
/	45. Factual tests.
/	46. Factual tests over lectures.
//	47. Essay examination and practical projects.
/	48. Special reports and factual tests.
/	49. Periodic written examinations (factual).
//	50. Oral and written tests of understandings.
//	51. Oral and written tests of understandings.
//	52. Activities of students in planning and executing a project. Some written quizzes.
/	53. Factual tests.
//	54. Objective tests of understandings.

TABLE XXIX (Continued)

/	55. Tests which seek to determine the student's mastery of basic concepts taught.
/	56. New-type tests, essay tests and oral quizzes (largely factual).
/	57. Two scheduled term examinations (factual).
no	58. Standardized examination.
/	59. Objective (teacher-made) tests.
/	60. Written tests of factual knowledges retained by student.
//	61. Essay examinations and special reports (emphasis on understandings).
no	62. Teacher-made objective tests.
//	63. Teacher-made objective tests which seek to measure abilities of students to apply principles learned to similar situations.
no	64. Objective tests both formal and informal.
/	65. Essay-type examinations (largely factual).
/	66. Class recitation and essay tests (largely factual).
//	67. Term paper and regular course examinations which seek to measure pupil's understanding of subject matter studied.
//	68. Ability of student to understand satisfactorily "the basic principles" of the course.
//	69. Use of a variety of tests--factual--attitudes--(generalizations or understandings).
/	70. Factual objective tests.
/	71. Essay examinations--(factual).
no	72. Five objective and two essay-type of tests given each term.

TABLE XXIX (Continued)

- / 73. Recitations, reports and informal tests.
- // 74. Reviews--tests to measure abilities of students to apply principles learned.
- / 75. Recitation and essay examinations.
- / 76. Regular periodic oral and written quizzes to show that student has a plausible degree of mastery of facts.
- / 77. Factual tests.
- // 78. Tests to show how well students have mastered "technique".
- / 79. Informal discussion and factual tests.
- // 80. Periodic tests at end of each four weeks and a comprehensive final examination at end of term.
- / 81. Frequent reviews and tests.
- / 83. Recitations and essay tests.
- / 83. Reviews, unannounced quizzes and essay-type examinations-(factual).
- / 84. Factual tests.
- no 85. Essay and objective examinations; personality studies.
- / 86. Short unannounced tests.
- / 87. Factual tests.
- / 88. Objective tests (factual).
- / 89. Essay tests (testing knowledges and skill).
- / 90. Knowledge retained by students as evidenced through essay examination.
- / 91. Oral quizzes, weekly reports, bi-weekly written quizzes.

TABLE XXIX (Continued)

- | | |
|----|---|
| // | 92. Specific behavior in an actual teaching situation. |
| / | 93. Bi-weekly tests in which both essay and objective questions are used (factual). |
| / | 94. Informal class discussions, reports, and written examinations of a factual type. |
| no | 95. Interview and written reports. |
| / | 96. Examination covering basic material of the course (factual). |
| no | 97. No definite procedure. |
| / | 98. Periodic examination covering class lectures. |
| no | 99. Term papers. |
| no | 100. Observations and essay test. |
| // | 101. Informal test (problem--situation--response) discussion. |
| / | 102. The usual testing of student's knowledge of historical facts. |
| / | 103. Factual tests. |
| / | 104. Factual tests. |
| / | 105. Papers, quizzes and factual tests. |
| // | 106. Both objective and essay-type tests to show how well student understands facts and principles learned. |
| // | 107. Test involving statements of opinion and knowledge calling for specific responses; term paper and reports. |

TABLE XXX

SUMMARY OF TEACHERS' REPLIES TO THE QUESTION: WHAT EDUCATIONAL MEASURES
ARE USED TO DETERMINE THE EXTENT OF EDUCATIONAL GROWTH DURING THE
PROGRESS OF THE COURSE?

<u>Classi- fication of Teachers' Responses by Writer as Indicated</u>	<u>The Educational Measures</u>	<u>Number Supporting Each</u>
/	Measures which are designed to ascertain the extent in which the student has mastered a given body of facts	61
//	Measures used are designed to ascertain the extent to which the student has developed an ability to apply principles and generalizations learned to similar situations	30
///	Measures used are designed to ascertain the student's ability to think reflectively	3
no	Responses which could not be classified under any one of the three groups above	13

TABLE XXXI

SUMMARY OF RESPONSES OF TEACHERS TO THE QUESTION: "HOW DO
YOU MEASURE MODIFICATIONS AND GROWTH OF ATTITUDES?"

<u>Responses</u>	<u>Number Reporting</u>
Don't know	60
Informal discussions	10
Observation of student reaction under varying conditions	9
Course examinations	7
Subjective judgment	4
Responses to questions of teacher	4
Discussion revolving around some particular concept	2
Problem-solving	2
Attitude tests	1
Questionnaires	1
Efforts put forth by students	1
Extent in which student is "socially" intelligent	1
Personal interviews	1
Extent in which pupil behavior is modified and developed	1
Comparison of concepts held at beginning and close of term	1
Discussion groups	1
Class recitations and personal conferences	1

a majority of teachers are not aware of measures which they might use to evaluate modifications and growth of attitudes.

In Table XXXII, teachers' responses to the question: "What conditions or influences have led to recent changes in concepts studied in course?" (listed in Table XIX), have been summarized. Most teachers, as the reader will observe in studying this table, indicated that no significant changes have been made in recent years in concepts studied in courses which they are teaching. It is significant to note that only five teachers indicated that the needs and interest of students had led to recent changes in concepts studied in courses which they direct.

In Table XXXIII-A, an endeavor is made to summarize theoretical points of view upheld in practice by individual teachers, as judged by the writer from interview responses of teachers to the following:

1. What is your dominant purpose or aim in teaching this course?
2. Guiding principle or principles for choice of content (subject-matter) of course. (Questions 9, 10, and 11 of Part II, Section C.)
3. What educational measures are used to determine the extent of educational growth during the progress of the course?

The writer in classifying responses of teachers to the foregoing questions, has indicated his judgement as follows:

A single plus (+) sign designates responses which were judged by the writer as harmonizing best with individualism or a laissez-faire outlook.

A double plus (++) sign designates responses which were judged by the writer as harmonizing best on authoritarian outlook.

A triple plus (+++) sign designates responses of teachers which were judged by the writer as harmonizing best with a democratic outlook (cooperative planning).

Theoretical points of view, which teachers apparently support, as evident in their replies to statements and questions in Part II, Section B of the questionnaire, ought to be in harmony with their teaching practices. The extent to which the theoretical outlook of a given teacher is consistent with his teaching practice may be determined in a relative way if we compare findings summarized in Table XVIII with those presented in Table XXXIII-A.

Even a brief survey of the foregoing tables will reveal that interview responses of most teachers are in support of theoretical conceptions which are not in harmony with statements given to the writer by these same teachers with reference to their teaching practices. It would appear, then, that teachers interviewed have accepted uncritically certain points of view without harmonizing such points of view either with other opinions that they uphold or with

TABLE XXXII

SUMMARY OF RESPONSES OF TEACHERS WITH REFERENCE TO CONDITIONS OR
INFLUENCES WHICH HAVE LED TO RECENT CHANGES IN CONCEPTS
STUDIED IN COURSES AS LISTED IN TABLE XIX

No significant influences (No significant changes made in recent years)	63
Social trends	8
Current world situation	6
Needs and interest of students	5
Changing world conditions	4
Recommendations of State Board of Education	4
Suggestions of students	1
Educational Trends	1
New findings in field	1
"New Deal" relief agencies	1
Social changes	1
Advice of educational experts	1
Questions raised by students	1
New texts; new research findings	1
Individual differences	1
Changing status of the Negro	1
Facts revealed by comprehensive examinations	1
New material in field-changing world situation	1
Suggestions of faculty and students	1
Social influences	1

TABLE XXXII (Continued)

Preparation and interest of students, enhance knowledge of teachers	1
How insight of frontier thinkers	1
Needs of the Negro as teacher and citizen	1

TABLE XXXIII

SUMMARY OF RESPONSES OF TEACHERS TO THE QUESTION: WHAT EFFORTS ARE MADE
TO ADAPT THE CONTENT OF COURSES (SEE TABLE XIX) TO THE DIFFERING
ABILITIES OF STUDENTS?

<u>Teachers' Responses</u>	<u>Number Reporting</u>	<u>Per cent</u>
Adjustment of Assignments (32)		
(a) For all students	18	16.8
(b) For the gifted student	12	11.2
(c) For the slower student	2	1.9
Planning courses to meet the needs and interests of the student	9	8.4
Other devices	6	5.6
No particular effort made	<u>60</u>	<u>56.1</u>
Totals	107	100.0

TABLE XXXIII-A

SUMMARY OF THEORETICAL POINTS OF VIEW IN PRACTICE BY INDIVIDUAL TEACHERS
WITH REFERENCE TO EDUCATIONAL PRACTICES AS INDICATED

Teacher	Points of View Upheld With Reference to Statements			Teacher	Points of View Upheld With Reference to Statements		
	(1)	(2)	(3)		(1)	(2)	(3)
1	/	///	///	36	///	///	///
2	///	///	///	37	no	///	///
3	no	/	/	38	///	///	///
4	///	///	/	39	no	///	/
5	/	///	/	40	///	/	/
6	no	///	/	41	///	/	/
7	no	/	/	42	/	/	///
8	///	/	/	43	/	/	///
9	/	/	/	44	///	///	///
10	/	///	/	45	/	///	/
11	///	///	///	46	/	/	/
12	///	/	///	47	///	/	///
13	///	///	///	48	///	/	/
14	/	///	///	49	no	/	///
15	/	/	///	50	/	/	///
16	///	///	/	51	///	/	///
17	///	///	no	52	///	///	///
18	///	/	/	53	/	/	///
19	/	/	/	54	/	/	///
20	/	/	/	55	/	/	///
21	///	///	///	56	///	/	///
22	no	///	///	57	///	///	/
23	///	/	/	58	no	///	no
24	/	/	/	59	/	/	/
25	///	///	/	60	no	/	/
26	/	///	/	61	///	/	///
27	/	///	/	62	/	/	no
28	/	/	///	63	///	///	///
29	///	/	///	64	no	/	no
30	///	///	no	65	/	/	/
31	///	/	///	66	///	/	/
32	/	/	///	67	///	/	/
33	/	///	no	68	/	/	///
34	/	///	///	69	///	/	///
35	///	///	no	70	///	/	///

TABLE XXXIII-A (Continued)

*Points of View Upheld				Points of View Upheld			
Teacher	With Reference to Statements			Teacher	With Reference to Statements		
	(1)	(2)	(3)		(1)	(2)	(3)
71	no	/	/	89	/	/	/
72	//	//	no	90	/	/	/
73	/	/	/	91	/	/	/
74	/	/	//	92	/	/	//
75	//	/	/	93	/	/	/
76	//	//	/	94	//	/	/
77	//	/	/	95	/	no	no
78	no	///	//	96	//	/	/
79	/	///	/	97	//	/	no
80	//	/	//	98	/	/	/
81	//	/	/	99	///	///	no
82	//	/	/	100	//	/	no
83	//	/	/	101	//	/	//
84	//	/	/	102	/	/	/
85	/	///	no	103	/	//	/
86	/	///	/	104	//	/	/
87	//	/	/	105	/	///	/
88	//	/	/	106	//	/	//
				107	//	/	//

- * (1) Dominant purpose or aim in teaching a given course.
 (2) Guiding principle or principles for choice of subject matter (content).
 (3) Educational measures used to determine the extent of educational growth during the progress of the course.

** A single plus (/) sign designates responses which were judged by the writer as harmonizing best with individualism or a laissez-faire outlook.

A double plus (//) sign designates responses of teachers which were judged by the writer as harmonizing best on authoritarian outlook.

A triple plus (///) sign designates responses of teachers which were judged by the writer as harmonizing best with a democratic outlook (co-operative planning).

their practices. This is just another way of saying that they have not formulated a well ordered, well thought-out outlook, in terms of which to judge educational problems and issues.

SUMMARY

1. The dominant purpose or aim of 85 per cent of those instructors who were teaching a given course required of all prospective teachers of the social studies, as indicated in their replies to questions and statements in Part II, Section C of the questionnaire, is centered either in the teaching of facts, or in stimulating the pupil to develop an ability to apply generalizations or principles learned to similar situations.

2. Concepts which teachers consider most important for study in a particular course represent ideas which teachers have selected and which the student must learn. This will explain, no doubt, why a majority of teachers do not consider that it is necessary to ascertain ideas or attitudes of students toward certain concepts upon entering the course.

3. Teaching procedures that are most favored by teachers, with reference to purposes and objectives of a given course, vary to a large extent. More than 50 per cent of the teachers interviewed favored three procedures listed as follows:

- (1) Recitation method
- (2) Lecture method
- (3) Discussion-Socialized Recitation

4. All other conditions being equal, teaching procedures that are considered by teachers to be least desirable for achieving purposes and objectives of a given course vary greatly. In the opinion of a majority of teachers, the lecture-method seems to be the least desirable.

5. In more than 50 per cent of the cases, content (subject-matter) of courses taught by the respondents is determined entirely by the teacher himself. In a given course, it is only to a moderate degree, and in a limited number of instances, that students share the responsibility for making the curriculum.

6. Practices of teachers with reference to guiding principles for choice of subject matter vary greatly among individual instructors. Nearly 50 per cent of all teachers interviewed indicated that more than one basic principle was used to guide their choice of subject-matter for a given course. In many instances teachers apparently were not aware of the subtle implications which underlie the principles for which they declare themselves.

7. When administrative officers share directly in the determination of the subject-matter of the courses taught by a given teacher, it is apparent that the teacher concerned is not clear as to what principles, if any, are used to guide action of these officials. In most cases, however, an endeavor is made to choose for study such subject-matter as will fit the student to meet certain external standards.

8. Eighty per cent of the teachers who were interviewed stated that students were required to master a minimum body of knowledges and skills. This means that a significant number of teachers contradict their original statement as to the dominant purpose or aim in teaching a given course. It is evident, then, that the central purpose of teachers in teaching a given course is to stimulate pupils to master certain facts and skills apart from the use that a student may make of such facts and skills.

9. Theoretical positions which teachers uphold in their teaching practices, with reference to measures and devices that they used to determine the extent of educational growth during the progress of a given course, do not harmonize well with other conceptions which they support. Evidently, teachers do not see the importance or relation of educational tests and measures to purposes and objectives of a given course.

10. Although many teachers, according to their statements, are concerned with the students' attitudes, they are, to a significant extent, unable to measure, in any reliable way, the extent that a given student's attitude is enhanced or modified.

11. Nearly all teachers indicated that no significant changes had been made recently in concepts studied in a given course.

12. More than 50 per cent of the teachers make no effort to adapt the content of courses they teach to the differing abilities of students.

13. In all too many instances teachers have little more than a verbal acquaintance with educational issues which have been extensively discussed pro and con. Lacking a unified point of view, teachers have attempted to adopt certain "new" ideas in teaching a given course while holding fast to others which often conflict with the former.

D. DEPARTMENTAL AND INSTITUTIONAL POLICIES WITH REFERENCE
TO A PROGRAM OF EDUCATION FOR PROSPECTIVE TEACHERS
OF SOCIAL STUDIES IN HIGH SCHOOL

It is the purpose of this, the fourth part of Chapter III, to present those data which were collected by the writer in interviewing the Chairman of the department or division of social science in each of twenty-four institutions visited.

Institutional and departmental policies, from the point of view of this investigation, reflect a choice of values of those who are responsible for formulating the same. On the basis of this assumption, an endeavor was made to secure certain facts regarding policies and practices of the departments of social science and with respect to the student-teaching program as carried out at a given institution.

In presenting these findings the following procedure was employed:

1. Part III of the questionnaire was used, by the writer, both as a guide in the interview and for the purpose of recording the Chairman's responses to statements and questions listed on this schedule. Hence, it was decided to present these data in the order in which they were obtained. Each statement and question in Part III, Section A, therefore

has been listed in the order of its appearance in the schedule. Immediately following each statement, a summary of findings is presented, either in descriptive or tabular form. For the most part, no further interpretation was considered necessary.

2. The same procedure has been followed in presenting findings regarding the student-teaching program as carried out at a given institution.

3. The data are presented, with reference to both Sections A and B, by institutions, designated by letters a to x inclusive. The order of listing institutions is purely random, and it does not in any manner follow the order in which the institutions are presented in the introductory chapter.

The first four statements of Part III, Section A of the questionnaire were presented as follows:

1. Give the total number of full-time staff members in your department.

2. Give the total number of part-time staff members in your department.

3. The total number of students who are majoring in social science for the school year, 1940-41.

4. The total number of social science majors who are preparing for teaching in secondary schools.

The data collected by the writer in interviews with the Chairmen of departments are tabulated in Table XXXIV. The medium number of full-time staff members in social science departments, of the twenty-four colleges visited, is 4.5; for part-time staff members the medium number is 1.5, and the medium number of both full-time and part-time staff members is 6. There are 1441 social science majors; at least 1030 of these students are preparing for teaching in secondary schools.

TABLE XXXIV

NUMBER OF STAFF MEMBERS AND STUDENT MAJORS IN SOCIAL SCIENCE,
DURING THE SPRING TERM, 1940-41, IN THOSE Colleges
INCLUDED IN THIS STUDY

Name of Institution by Letter	<u>Social Science Staff Members</u>			<u>Social Science Majors</u>	
	No. Full Time Members	No. Part Time Members	Total No.	Total No. Social Science Majors	No. of Majors Who Plan to Teach in Secondary Schools
a	8	0	8	119	75
b	2	2	4	38	22
c	2	0	2	26	9
d	3	1	4	58	45
e	3	0	3	31	15
f	6	1	7	98	98
g	6	3	9	66	50
h	3	1	4	15	10
i	5	7	12	122	122
j	7	0	7	20	7
k	6	1	7	135	135
l	4	0	4	28	25
m	7	3	10	40	12
n	2	2	4	40	28
o	3	2	5	25	20

TABLE XXXIV (Continued)

p	5	3	8	58	32
q	2	3	5	24	20
r	3	0	3	45	30
s	1	4	5	67	67
t	5	4	9	165	96
u	6	1	7	38	10
v	2	0	2	31	16
w	8	3	11	78	36
x	6	3	9	76	50
Totals	105	44	149	1441	1030
Medium	4.5	1.5	6		

Question 5. (Part III, Section A of the questionnaire): What is the function of your departmental organization?

TABLE XXXV

PURPOSES OF DEPARTMENTAL ORGANIZATION OF SOCIAL SCIENCE STAFF MEMBERS AS
EXPRESSED BY THE CHAIRMEN OF DEPARTMENTS

<u>Institution</u>	<u>Responses of Heads of Departments</u>
a.	No organization of staff members.
b.	No organization of staff members.
c.	No organization of staff members.
d.	To obtain cooperation of staff in attaining stated objectives of the department.
e.	No organization.
f.	Coordinate work of this field.
g.	To facilitate execution of school program. Provide harmonious and stimulating contact of staff members. Integrate social science offerings.
h.	To plan work of department cooperatively.
i.	To direct studies and students in social science.
j.	Planning curricula for social science majors.
k.	No organization of staff members.
l.	To facilitate the education of teachers who will be especially fitted to revitalize and redirect life in rural communities.
m.	To plan an integrated program of general education and advance concentration in the division.
n.	Mutual discussion of problems.

TABLE XXXV (Continued)

<u>Institution</u>	<u>Responses of Heads of Departments</u>
o.	No department or division organization.
p.	No department or division organization.
q.	To secure cooperation of staff.
r.	To promote harmonious relation among subject matter areas.
s.	No organization of staff members.
t.	To consider matters of mutual concern.
u.	To integrate instruction offered by divisions.
v.	Discuss matters of mutual concern.
w.	Practical cooperation in research and correlation of courses within the field of social science.
x.	No organization of staff members.

Question 6. Indicate the method or methods of concentration for advanced students' work in your department. Responses of chairmen of departments are summarized in TABLE XXXVI.

TABLE XXXVI

METHODS OF CONCENTRATION IN SUBJECT MATTER FOR ADVANCED
STUDENT WORK IN SOCIAL SCIENCE, AS
REPORTED BY THE 24 COLLEGES

<u>Method or Methods of Concentration</u>	<u>No. Reporting</u>	<u>Percentage</u>
(1) Major and minor requirements only	6	25.0
(2) Major and minor requirements; comprehensive examinations	15	62.5
(3) Major and minor requirements; comprehensive examinations, and independent study plans	2	8.3
(4) Major and minor requirements; Honor courses	<u>1</u>	<u>4.2</u>
TOTALS	24	100.0

Question 7. List professional courses in education required of all major students in social science who plan to teach in a secondary school.

TABLE XXXVII

PROFESSIONAL COURSES IN EDUCATION REQUIRED, IN THE 24 COLLEGES, OF SOCIAL SCIENCE MAJOR WHO PLANS TO TEACH IN A SECONDARY SCHOOL

<u>Courses Required</u>	<u>No. Reporting</u>	<u>Percentage</u>
Practice Teaching (or student-teaching)	24	100.0
Methods of Teaching	15	61.5
Educational Psychology	14	58.3
Special Methods of Teaching	14	58.3
Principles of Secondary Education	8	33.4
Educational Tests and Measures	4	16.6
Adolescent Psychology	4	16.6
Introduction to Education	3	12.5
School and Society	3	12.5
Principles of Education	2	8.4
Curriculum Construction	1	4.2

Question 8. By what procedure may new courses be added or old ones discontinued in your department?

TABLE XXXVIII

PROCEDURES WHICH THE 24 COLLEGES USE IN ADDING NEW COURSES
OR DISCONTINUING OLD ONES

<u>Procedures Indicated by Chairmen of Departments</u>	<u>No. Reporting</u>
By action of president or dean	8
By faculty action within department	8
By faculty action of the institution as a whole	4
By action of Chairman of the department	6
Each instructor free to add or discontinue courses without approval of faculty or administration	1
By action of an executive committee of the faculty	1
By action of Chairman of department with consent of the dean	2
By action of Curriculum Committee of faculty	1
Upon the initiative of department with the approval of Academic Council	1

Question 9. What Administrative devices or procedures are used to coordinate or integrate instruction among various subject-matter fields of your department?

TABLE XXXIX

ADMINISTRATIVE DEVICES USED TO COORDINATE VARIOUS SUBJECT-MATTER
FIELDS IN SOCIAL SCIENCE

<u>Devices Indicated by Chairmen of Departments</u>	<u>No. Reporting</u>	<u>Percentage</u>
(a) Professional meetings of departmental staff	6	25.0
Interdepartmental lectures	1	4.2
Departmental meetings and cooperation of staff members in research projects	1	4.2
Cooperative planning of social science survey courses	1	4.2
None	<u>15</u>	<u>61.4</u>
TOTALS	24	100.0

Question 10. To what extent is each instructor free to determine content of courses that he teaches?

TABLE XL

EXTENT TO WHICH TEACHERS OF SOCIAL SCIENCE ARE FREE OF ADMINISTRATIVE
RESTRICTION WITH REFERENCE TO CHOOSING SUBJECT MATTER OF COURSES

<u>Classification of Responses</u>	<u>No. Reporting</u>	<u>Percentage</u>
Entirely free except for such limitations as comprehensive examinations might make necessary	15	62.5
Greatly restricted	2	8.4
Large or wise discretion with respect to advanced course; greatly limited with respect to lower division courses	5	
Individual teacher's freedom limited to the extent that the curriculum committee of faculty must approve his curriculum	1	4.2
Policy of institution varies according to training and experience of the teacher	1	4.2

Question 11. In what way has your department been concerned with the problems of course objectives, course content and course outcomes?

TABLE XLI

CONCERN OF DEPARTMENTS OF SOCIAL SCIENCE WITH PROBLEMS OF COURSE
OBJECTIVES, COURSE CONTENT AND COURSE OUTCOMES

<u>Summary of Replies of Heads of Departments</u>	<u>No. Reporting</u>	<u>Percentage</u>
No definite understanding	21	87.5
Cooperation with school-wide study of teacher-education	2	8.3
Efforts made, in professional meetings of departmental faculty, to harmonize educational purpose with objectives	1	4.2

Question 12. What objective evidence is available to show that course objectives are being achieved?

TABLE XLII

EVIDENCE COLLECTED AND FILED BY DEPARTMENTS OF SOCIAL SCIENCE AS ASSERTED
BY THE CHAIRMEN OF DEPARTMENTS TO SHOW THAT COURSE
OBJECTIVES ARE BEING ACHIEVED

	<u>No. Reporting</u>
Records of student achievements in comprehensive examinations	15
Success of graduates enrolled for graduate study in other institutions	3
Usual course examinations	2
Student participation in Community affairs	2
Favorable testimonials from present employers of former students and graduates	2

Question 13. If a study of the curriculum has been undertaken with a view to improving instruction, indicate the aims or objectives which have served as guides for action.

Question 14. What inclusive purpose, if any, has guided the investigation (as indicated in 13 above).

A study of the social science curriculum had been undertaken, as a part of a school-wide study, at two of the twenty-four institutions which were visited by the writer. Aims and objectives adopted by each of these two institutions are listed below:

<u>Institution</u>	<u>Guiding Aims</u>
1	<p>"For fourteen years...has gone forward with the philosophy that the education of Negroes must have for its objectives the making of a worthwhile <u>Life</u> and a respectable <u>Living</u>. To these ends, the institution plans and strives:</p> <p>(1) To serve the Colored citizens of... at the point of their greatest need.</p> <p>(2) To bring the students' training into closer relationship with life's occupations and problems."</p>

Specific Objectives

1. Mastery of the tools upon which all learning depends.
2. Preparation for professions and other vocational pursuits.
 - (a) Preparation for teaching through providing training in specific teaching skills and making available knowledges related to the field of teaching.
 - (b) To help students develop the habit and technique of using books and libraries effectively.
3. Development of initiative, creativeness, and latent talent in students through extra-classroom activities.
4. Citizenship.
 - (a) An understanding and appreciation of the duties and responsibilities of citizenship.
5. Minority group technique for survival--
 - (a) Frank presentation of facts of the racial situation.
 - (b) Presentation and suggesting of alternatives for coping with the racial situation.
6. Culture.
 - (a) Courtesy, high regard for womanhood and manhood.
 - (b) Moral and intellectual honesty.
 - (c) Appreciation for fine arts.

Institution

2

"We, the Committee on...objectives, considered the work of the institution as a whole. Therefore the following statements

set the general scope and areas of work to be promoted by.... The detailed steps to be taken in achieving these objectives become departmental, divisional and instructional."

General Objectives

1. To keep thoroughly informed as to the needs of those whom (this institution) serves in the matters of personal living, home-life and family relationships, and of social and occupational activities and their relations.
2. To prepare youth through special, occupational, education and such general education as is necessary, to meet these needs intelligently and effectively.
3. To promote balanced development of desirable elements of personality; and to make moral and religious training contribute to character.
4. To improve race relations through the development of appropriate minority group technique.
5. To encourage and conduct research in the problems of life in the South.
6. To be an effective center of guidance for an ever extending community.
7. To be alert to challenge every detail of educational procedure and to insist that every practice justifies itself in practical results in the student's general efficiency, in his character, and in his appreciation of the finer things in life.

Question 15. What efforts are made to evaluate the effectiveness of social science instruction in the life of the student before his graduation?

TABLE XLIII

EFFORTS MADE BY SOCIAL SCIENCE DEPARTMENTS TO EVALUATE THE EFFECTIVENESS
OF INSTRUCTION AS OFFERED BY ITS TEACHERS IN THE LIVES OF
THE STUDENTS BEFORE THEIR GRADUATION

<u>Response of Department Heads</u>	<u>No. Reporting</u>
Comprehensive examinations in the field of social science	5
General comprehensive examination, faculty rating of student attitudes, initiative, and other desirable qualities	2
None by the department (sole responsibility of individual teacher)	15

Question 16. What efforts are made to evaluate the effectiveness of social science instruction in the life of the student after his graduation?

TABLE XLIV

EFFORTS, BY SOCIAL SCIENCE DEPARTMENT, TO EVALUATE THE EFFECTIVENESS OF INSTRUCTION AS OFFERED BY ITS TEACHERS, IN THE LIFE OF A STUDENT AFTER HIS GRADUATION

<u>Responses of Department Heads</u>	<u>No. Reporting</u>
Scholastic standing of former social science majors in graduate study at other institutions	2
Occasional studies made of the relative success of social science teachers as judged by high school principals who supervise their work	2
No definite program	20

Question 17. Indicate the stages or steps in obtaining certain changes in curriculum requirements of your department as now stated in the college catalogue.

Responses of Chairmen of departments are listed by institutions as follows:

<u>Institution</u>	<u>Responses of Heads of Departments</u>
a.	<p>(1) Proposed changes recommended by individual staff member to departmental faculty.</p> <p>(2) Upon approval of social science faculty, recommendation is made to the dean's committee (an executive committee of the general faculty) for its approval.</p>
b.	<p>(1) New policies may be initiated by (1) president and dean or by individual members of staff.</p> <p>(2) For the most part, faculty approval is necessary before proposal can be made effective. There are occasions when changes are made on the sole authority of the president or dean.</p>
c.	The individual teacher may make any change in curricula requirements if he obtains the approval of the president or dean.
d.	The individual teacher, in consultation with Chairman of the department, may recommend certain changes to the college catalogue committee. Faculty approval of the committee's report is required before change is made.
e.	Recommendations of individual staff members of the department must be approved by the administrative council.
f.	Changes may be made by an individual staff member if he obtains the approval of the dean of the college.
g.	Changes may be made by an individual staff member upon the approval of the dean of the division of arts and science.
h.	No definite policy is followed. For the most part, the curriculum is formulated by the president or dean of the college.
i.	Social science curricula formulated cooperatively by staff members of the department. Changes can be made

legislative action of the group.

- j. Any staff member of the department is free to make such changes that he thinks necessary subject to the approval of the dean of the college.
- k. No definite policy followed.
- l.
 - (1) Proposed changes are recommended by individual staff members to the Chairman of the department.
 - (2) If approved, the latter sends the recommendation to the Administrative Council for its acceptance or rejection.
- m. Proposed changes are recommended, by staff members, to the general college faculty for its consideration.
- n. No definite policy followed.
- o. Proposed changes, which are recommended by the department, must receive the approval of the Academic Council--a committee composed of members representing both administrative and instructional staffs.
- p. Proposed changes, which are recommended by the social science department, must receive the approval of the Administrative Council before they can be made effective.
- q. No definite policy followed.
- r. Proposed changes are initiated by legislative action of the department. Such recommendations of the department as the academic faculty may approve may be made.
- s. New policies or changes are suggested to the curriculum committee (composed of instructional staff members). This committee, acting for the general faculty, may make any change as it may deem necessary.

- t. No definite policy followed.
- u. New policies or changes may be made, by individual members of the department staff, if approved by the Dean of the college.
- v. New policies or changes may be made by individual members of the department, if such is approved by the Dean of the college.
- w. The social science curriculum is formulated by legislative action of staff members of the department.
- x. President and dean of college determine the social science curriculum and, may make such changes as either may desire without authority of others.

Question 18. By what method is a student's program of studies arranged and approved?

Responses of the heads of departments to this question are listed, by institutions, below:

<u>Institution</u>	<u>Responses of Heads of Departments</u>
a.	Arranged by Chairman of department and approved by dean of college.
b.	Lower division studies largely prescribed. Upper division studies arranged by student and approved by the dean.
c.	Arranged and approved by the dean.
d.	Arranged by the student and approved by the College Registrar.
e.	Chairman of department arranges and approves the student's program.
f.	Arranged by the student in consultation with Chairman of the department.

- g. Arranged and approved by Director of Division of Arts and Sciences for the first two years. Arranged and approved by Chairman of the department for the last two years of college studies.
- h. Arranged by Chairman of the department and approved by dean.
- i. Arranged and approved by the student's advisor or by the Chairman of the department.
- j. Arranged by the student with the advice and consent of faculty advisor.
- k. Arrange and approved by the registrar.
- l. Arranged and approved by the Dean of the School of Education.
- m. Arranged and approved by the student's faculty advisor and by the dean of the college.
- n. Arranged by the student under the guidance of his major instructor.
- o. Arranged by the student in consultation with Chairman of the department.
- p. Arranged by the student with the advice of the Chairman of the department and the approval of the registrar.
- q. Arranged by the student in consultation with his major advisor.
- r. Arranged and approved by Chairman of the department.
- s. Arranged and approved by Chairman of the department.
- t. Arranged by the advisor in consultation with the student.
- u. Arranged by the registrar's office and approved by Chairman of the department.

- v. Arranged by the Chairman of the department and approved by dean.
- w. Arranged by the student in consultation with Chairman of the department.
- x. Arrange and approved by dean of the college.

Question 19. Responsibility for determining the competency of staff members of your department rests with:

- a. Chairman of the department.
- b. Faculty committee.
- c. President
- d. Other individuals or groups (specify).

Responses of Chairmen of departments to the above statement indicate that in 22 of the 24 colleges the president assumed full responsibility for determining the competency of staff members of the social science department. In one instance the head of the department of social science shared this responsibility with the chief executive of his school. A faculty committee assumes full responsibility at one institution.

Question 20. What factors are taken into account in determining the competency of staff members of your department?

Responses of the heads of departments of social science to the above question are listed below. Only eleven of the officials interviewed were aware of those factors which are taken into account, by the president of the college, in determining the competency of staff members of the social science department.

<u>Institution</u>	<u>Responses of the Heads of Departments</u>
a.	Academic preparation, experience, and what others think of him.
c.	Academic degrees held and personality of the teacher.
d.	Scholarship, professional growth, and teaching ability.
f.	Academic preparation, membership held with professional organizations.
g.	Family background, academic preparation and character.
h.	Ability to impart subject matter and an interest in students.
l.	Academic preparation.
o.	Character and professional attainments.
r.	Academic preparation and success as a teacher.
t.	Willingness to cooperate with the institution's program.
w.	Academic preparation, research ability, and professional contribution.

Question 21. Have any recent significant changes been made in the curriculum offerings or requirements in your department?

Only one Chairman indicated that recent significant changes had been made in the curriculum offerings or requirements in his department. Academic studies for the first two years in all teacher-preparing courses had been "integrated". Subject-matter lines were eliminated in organizing learning experiences for student to harmonize with "real life" situations.

Section B, Part III of the questionnaire was concerned with the student-teaching program. Those data which the writer obtained in interviewing school officials of the 24 colleges visited are presented below in descriptive or tabular form.

TABLE XLV

PROVISIONS MADE AVAILABLE BY COLLEGES INCLUDED IN THIS STUDY FOR
PROSPECTIVE TEACHERS OF THE SOCIAL STUDIES
TO ACQUIRE TEACHING PRACTICE

<u>*Provisions Made</u>	<u>No. Reported</u>
Laboratory or Practice school provided on college campus	7
Laboratory or Practice school (located off campus) fully controlled by college	2
Cooperating high school or academy	15
Other provisions (Off-campus teaching centers)	3

* Three institutions operate practice schools both on and off the college campus.

TABLE XLVI

INSTITUTIONAL REQUIREMENTS WHICH STUDENTS MUST MEET IN ORDER
TO QUALIFY FOR STUDENT-TEACHING

<u>Requirements</u>	<u>No. Reporting</u>	<u>Percentage</u>
Scholastic Classification:		
At least senior classification	19	79.2
Junior or senior classification	5	20.8
Scholarship:		
No specific requirement	10	41.7
"C" average or above	9	37.5
"B" average or above (in major field)	5	20.8
Courses Prerequisite to or Concurrent With Student-teaching:		
Techniques of Teaching	4	16.7
General Methods	3	12.5
Methods of Teaching the Social Studies	6	20.8
Principles of Education	1	4.2
No specific requirement	11	45.8

The social studies supervisor of student teaching is reported as a staff member of the education department by sixteen of the 24 officials interviewed. Five colleges have designated a social studies teacher in the high school with which ^{the} institution cooperates as supervisor of student teaching. The laboratory high school staff members have been selected by three colleges as supervisor of its student teaching program.

All supervisors of student teaching in the social studies were reported, by the school officials interviewed, to have had actual secondary school teaching experience.

Institutional requirements which must be met by a student in order to qualify for student teaching (practice teaching) have been summarized in Table XLVI. A student must have reached senior standing in school, for the most part, in order to qualify for student teaching. Although a majority of colleges require a student to maintain a minimum scholarship average of "C" grade or better and to enroll for one of several method courses, a large minority have no specific scholarship requirements as a prerequisite to student teaching.

The amount of student teaching, in clock-hours, required of social science majors, in the 24 colleges visited

by the writer, varies greatly. The range in time required of a student teacher is from twelve weeks of full-time teaching (about 300 clock-hours) to 30 clock-hours.

TABLE XLVII

MINIMUM AMOUNT OF STUDENT-TEACHING, IN CLOCK-HOURS, REQUIRED
OF PROSPECTIVE TEACHERS OF THE SOCIAL STUDIES

<u>Clock-Hours</u>	<u>No. Reporting</u>
300	1
120	1
90	9
72	2
56	1
60	2
36	2
30	6

The extent in which the above requirements may be increased or decreased for individual students is indicated in Table XLVII. Fourteen institutions or 58.3 per cent of those visited by the writer reported that minimum requirements may be neither increased nor decreased for individual students. Only four colleges appear to make any effort to formulate requirements in terms of needs of student teachers as individuals.

XLVIII

FLEXIBILITY IN AMOUNT OF STUDENT-TEACHING, IN CLOCK-HOURS, REQUIRED OF
PROSPECTIVE TEACHERS OF THE SOCIAL STUDIES

	<u>Number</u> <u>Reporting</u>	<u>Per cent</u>
Clock-hours required may be increased or decreased for individual student	4	16.7
Clock-hours required only for students	6	25.0
Clock-hour requirement be neither increased nor decreased for individual student	14	58.3

9. What provisions are made for individual differences among those enrolled for student teaching?

In the light of data presented in Table XLVIII, it is apparent that a majority of the colleges included in this study have made no provisions for individual differences among those enrolled for student-teaching. Only four schools have, apparently, even recognized that great differences in abilities of students have any implications for this important phase of teacher-education.

TABLE XLIX

THE DOMINANT PURPOSE OF STUDENT-TEACHING, AS INDICATED BY THE HEAD OF THE
DEPARTMENT OF SOCIAL SCIENCE, IN EACH OF THE TWENTY-FOUR
COLLEGES INCLUDED IN THIS STUDY

<u>Institution</u>	<u>Dominant purpose of Student-teaching</u>
a.	To give the student a knowledge of and an appreciation for teaching.
b.	To give the student those knowledges and techniques of teaching the social studies which he will need later on.
c.	Provide practical classroom experience.
d.	To enable the prospective teacher to obtain teaching experience under guidance.
e.	To give the student first-hand experiences with an actual teaching situation.
f.	To meet requirements for a teacher's certificate.
g.	To train teachers who will be able to meet certain social problems wherever they teach.
h.	To provide practice in using the better techniques of teaching.
i.	To give the student a thorough understanding of the fundamental social structure of society; a broad conception of knowledge and practice of good, loyal citizenship.
j.	To meet state requirements.
k.	To give pupil actual experience in teaching in his major field.
l.	To give the student first hand experience in teaching and directing school and community affairs in an actual teaching situation.

TABLE XLIX (Continued)

<u>Institution</u>	<u>Dominant purpose of Student-teaching</u>
m.	To stimulate students to learn to do by doing; to assist in correlating theory and practice.
n.	To provide the student actual teaching experience.
o.	To give students practical teaching experiences.
p.	To meet state certification requirements.
q.	To train efficient teachers.
r.	To stimulate educational growth of the prospective teacher.
s.	To provide activities involving experiences in an actual classroom situation.
t.	To provide an ideal teaching situation.
u.	To enable the student to qualify for a state certificate.
v.	To acquaint the prospective teacher with materials and methods of secondary school work.
w.	To provide a practical teaching situation under expert guidance.
x.	To make the student skilled and informed about teaching.

TABLE L

OPINIONS OF THE HEADS OF THE DEPARTMENTS OF SOCIAL SCIENCE, IN COLLEGES
INCLUDED IN THIS STUDY, WITH REFERENCE TO CHANGES WHICH OUGHT
TO BE MADE IN EXISTING STUDENT-TEACHING PROGRAMS

<u>Institution</u>	<u>Responses of the Heads of the Departments</u>
c.	A more harmonious or coordinated program in which the social science department will assume largest responsibility for guiding teaching experience of prospective teachers in the field.
f.	Provisions ought to be made for at least a one semester internship under the supervision of the training college.
k.	Methods courses ought to run concurrently with student-teaching.
l.	A longer period for both observation and practice teaching should be provided for all inexperienced teachers.
n.	Social science department should supervise student-teaching in this field.
o.	An increase in the minimum amount of student-teaching, in clock-hours, ought to be made.
j.	An increase in the minimum amount of student-teaching, in clock-hours, ought to be made.
x.	More time should be required of all students, greater responsibilities should be assumed by them and more effective supervision should be given by the college.

SUMMARY OF FINDINGS

1. For the most part, the chief function of the departmental or divisional organization of staff members in 15 of the 24 institutions included in this study seems to be the improvement of instruction. However, not one Chairman indicated that problems of evaluation and improvement of instruction were a major concern of his organization. It is evident that the chief responsibility of the Chairman of the department is to assign courses among the various instructors in the department.

2. The method or methods of concentration for advanced student work are largely by means of major and minor requirements. In addition, fifteen institutions require either a satisfactory record in a general comprehensive examination, or an examination covering the major field of work.

3. Professional courses which are adjudged to be of most worth in preparing prospective teachers of social studies for high school positions are:

- (1) Practice teaching (student teaching)
- (2) Methods of Teaching in High School
- (3) Educational Psychology
- (4) Methods of Teaching History and the social studies or Methods of Teaching the social studies.

(5) Principles of Secondary Education

(6) High School Administration.

4. New courses may be added or old one's discontinued solely on the initiative of the president or dean and the chairman of the department. It appears that what courses are to be offered are determined largely by administrative officers.

5. Fifteen of the 24 Chairmen interviewed reported that no particular devices or procedures were being used to coordinate or to integrate instruction among various subject matter fields of the social science department.

6. Only to a very limited extent are teachers limited or restricted in choosing content (subject matter) of courses which they teach.

7. Social science departments in the institutions visited are not vitally concerned with problems of course outcomes. With the exception of the knowledge residue of learning, no specific efforts are being made to show that course objectives are achieved.

8. Curriculum investigations, undertaken by two of the institutions visited, are not guided by any inclusive purpose which might unify individual points of view in such a way as to be clearly envisioned by all. It is

evident that in each of the investigations now under way attention is being centered on knowledges and skills which teachers and school officials believe that competent teachers should possess.

9. Teacher-preparing institutions visited are seeking to appraise the work of the school in the life of a student before his graduation almost entirely by means of tests and examinations which are designed to measure only the knowledge residue of learning.

10. Certain changes in curriculum requirements of the social science departments are made through the cooperative action of the faculty in a majority of schools included in this study. All too often, however, changes are made without due consideration of basic purposes underlying the program or of the possible consequences of such changes.

11. In arranging a student's program, responsibility falls heaviest on the Chairman of the department of social science or the Dean of the College. Only to a limited extent does the student assume equal responsibility in planning his program.

12. It is apparent that the president of the college assumes the sole responsibility for determining the competency of staff members of the social science department. Only in one instance does the Chairman share this responsibility.

13. It is evident that procedures or measures used to determine the competency of staff members of the social science departments vary from institution to institution. Administrative officers do not agree as to what good teachers are like or what is to be expected of them.

14. No recent significant changes in programs for the education of prospective teachers of social studies have been made.

15. Two-thirds of the colleges included in this study report that practice-teaching facilities are made available by cooperating high schools or academies. Only seven colleges provide practice or laboratory schools on the college campus.

16. The chairman or head of the department of education is the chief administrative officer in charge of student teaching in 14 of the 24 institutions who cooperated in this study. The social science supervisor of student teaching is a member of the education department in 16 of the 24 institutions included in this study.

17. Students are selected for student teaching very largely from members of the senior class who have maintained a scholastic average of "C" grade or higher.

Student teachers are required to devote from 30 to 300 clock-hours to actual teaching in their major field of study. Such requirements may be either increased or decreased in only 4 of 24 institutions. In 14 institu-

tions, practice teaching requirements in clock-hours may neither be increased nor decreased.

19. No provisions are made in 20 colleges for individual differences among students enrolled for student teaching.

20. The dominant purpose of student teaching varies from institution to institution. Reports of five chairmen indicate that the basic purpose is to meet certification requirement. An equal number of officials report that the dominant purpose of student teaching is to give student those knowledges and appreciations which he ought to have in order to be successful as a teacher.

It is evident from the replies of various chairmen of social science departments that those responsible for guiding school experiences of students enrolled for "practice teaching" are not quite clear as to the purpose which ought to guide their efforts.

CHAPTER IV

A GUIDING PHILOSOPHY FOR THE EDUCATION OF PROSPECTIVE TEACHERS OF NEGRO YOUTH IN HIGH SCHOOL

An attempt will be made in this chapter to suggest a guiding philosophy for the education of teachers of Negro youth in high school. This endeavor will bring to light, no doubt, principles of which not all are peculiar to the education of prospective teachers of Negro youth. Some ideas will apply with equal force to the preparation of prospective teachers of white youth.

Two basic assumptions are implicit in this chapter. First, it is assumed that clearly recognized principles, applicable to all population groups, ought to serve as the foundation upon which the education of both Negroes and whites is built. But, as a consequence of the marginal position of the Negro in the American social order, there are certain factors which are peculiar to the education of the Negro alone. And these factors must be considered in the formulation of a program of education for the Negro.

A second assumption is that the same educational philosophy which has been evolved by the secondary school should pervade the activities of a teacher-education

institution, with proper emphasis on the guidance role of the teacher.

Perhaps most citizens would accept as valid the statement that schools in America should constantly work, through an educational program, toward fuller realization of our democratic aspirations. It is apparent, however, that the American people do not agree among themselves as to the meaning of the term democracy. Confusion and conflict in the social outlook of Americans is reflected by confusion and conflict in the educational philosophies which Americans uphold.

Too often democracy is conceived of only as a form of government, "distinctive in that it is an exclusively political term which is commonly associated with the principle of majority rule."¹ That is to say, democracy, as conceived by many Americans, is an end toward which societal development is progressing.

There are serious limitations to any view which posits democracy merely as a form of government, and more so when posited as a particular set of governmental rules and regulations. In the first place, to neglect or deny the importance of the economic, social, and cultural aspects of

¹ Boyd H. Bode, Democracy as a Way of Life, Macmillan Company, New York, 1937, p. 3.

life, embodied in the process of living together in associated activities, is to undermine an active faith in human intelligence. Second, this whole tendency of the laissez-faire system, as this actually works out in our economic and social life, tends to stimulate competitive endeavor to an excessive degree. Third, a distrust of the effectiveness of cooperative endeavor to control social conditions is induced. It becomes evident, then, that when one sets up democracy as a form of government, one is assigning democracy as an end to societal development when it would seem that democracy had better be taken as a means for promoting development and improvement of the conditions of human living.

Again, democracy is conceived by some as a type of planned social organization which provides equality of opportunity for all to "cooperate" in carrying forward a social program that is laid out in advance. From this point of view, "cooperative" endeavor would be defined as a spirit of helpfulness on the part of the general public in carrying forward fixed standards or creeds that are determined by a relatively small group of "frontier thinkers."

A basic weakness of both of the foregoing positions, with reference to an adequate interpretation of democracy, has been pointed out by Bode when he says:

All creeds and social organizations are means to an end, and this end lies inside the process of living together and working together;

it is not located on a far-off mountaintop created by an iridescent dream. The kingdom of heaven is within us, within the everyday lives of a toiling, sweating humanity. A democracy which fails to recognize this fact cannot hope to escape a certain degree of unconscious hypocrisy, of a holier-than-thou attitude toward other forms of social organization.²

It becomes evident, then, that setting up democracy as a form of government which limits itself to police functions, or to determining beforehand what society is to be, means upholding the position that democracy is an end to societal development. In so doing, we lose sight of our most substantial and active means for social improvement, democracy itself. In other words, the unique feature of democracy is the method by which people decide human affairs.

In view of the foregoing, it would seem that a clear and usable definition of democracy can be formulated if we concede the principle that democracy is a particular or unique way of life. Or, to state it otherwise, a valid interpretation of the American tradition of democracy seems to be that democracy should be taken as a process of living together in associated activities. The important feature about democracy, then, is the manner in which people live together. In a democratic society there is a community of

² Democracy as a Way of Life, op. cit., Pp. 49-50.

interest which includes all individuals in shared relationships. Each individual, in terms of his own capacities, has a unique contribution which he must make toward the realization of goals which the group has set up and which, presumably, will eventuate in the continued improvement of the conditions of group living. It is assumed also that such a society will promote improvement in the quality of the life of each individual.

There are three features which the writer considers essential to a clear and usable conception of the democratic way of life. These are: (1) the exercise of intelligence in the solution of life problems; (2) the sharing of common interests and purposes; and, (3) the maximal development of individuality. There may be others, but they would probably turn out to be extensions of these three. The validity of these three features as essential to the democratic conception is, of course, not subject to objective or experimental verification. In a sense, we arbitrarily assume them. It is possible, however, to find extensive documentation to support us in assuming them as essential.³

³ See Democracy as a Way of Life, op. cit., Chapters 1 and 2; "The Purpose of Education in American Democracy," The Educational Policies Commission, National Education Association, Washington, D. C., 1938, Pp. 1-20; Ernest E. Bayles, "The Relativity Principle as Applied to Teaching," University of Kansas Bulletin of Education, Volume IV, No. 4, February, 1940; Edmund E. Day, "Basic Responsibilities of General

Fundamental to the operation of a democracy is the exercise of intelligence in an attempt to deal with, and solve, the practical realities of life. A planned social organization and a dictatorship, as one may be able to show, cherish common purposes. But the significant point of difference between an autocratic and a democratic society is that in the former the common purposes usually represent the desires and plans of one, or a very few. In contrast, democracy asserts its faith in the ability of the common man to think and act cooperatively in his own behalf.

Many of those who oppose the idea that the common man can make use of reflective thinking to solve his own problems confuse this type of thinking with intellectual brilliance. Reflective thinking, as defined in this study, connotes that type of intellectual action which is directed to the end of finding, critically and without personal bias, a solution to a forked-road situation or a problematic situation which demands adequate consideration of all possible alternatives. Reflection requires effort, and some training, but, except for the more complicated problems, not an extraordinary degree of mental capacity.

³ (continued) Education in America," The Educational Record, Volume 17, Pp. 9-15; Harold Alberty, "A Philosophy of General Education With Some Implication for Science Teaching in the Secondary School," Educational Method, Volume 16, May, 1937, p. 389.

Since dictatorships do not countenance the idea that the common man can or should display sufficient intelligence to manage his own destiny, they make no provision in the general scheme of things for cooperative planning. The life pattern of the mass of people is fashioned by those in authority. On the other hand, in a democracy it is necessary that each individual have a hand in shaping not only his own life pattern, but also the all-inclusive life pattern of the group.

The thesis that all citizens of a democracy are to share equally the responsibility of shaping matters of mutual concern takes on added significance in that reflective thinking shall serve as a basis for development of a personal philosophy of life.

As Bayles sums it up:

. . . the general welfare demands that all (or at least a majority) should be able to make decisions that are intelligent. Such intelligence in turn demands first, an adequate body of pertinent knowledge known by or easily available to all, and second, widespread ability to employ reflective procedures in solving problems as they arise.⁴

The achievement of a personal philosophy of life, then, is an obligation which, if it is to be consistent with its

⁴ "The Relativity Principle As Applied To Teaching," op. cit., p. 5.

fundamental thesis of providing equality of opportunity for sharing in a growing area of matters of mutual concern, democracy cannot well forego.

Perhaps the basic feature of our democratic tradition is the belief in the uniqueness and importance of individuality. Even though the acceptance of this belief has served as justification for many rather undemocratic practices, this idea embodies the very core of the democratic tradition of the United States. Development of the uniqueness of individuality is one of the surest means for perpetuation and progressive improvement of the democratic way of life.

Development of the uniqueness of individuality implies the development of personality. Personality, in turn, is derived from a social situation. It is nurtured through the attempts of the individual to make consistently intelligent adjustments to life situations. This view is ably summed up by Alberty when he says:

. . . in asserting that the individual is to be regarded as unique, more is meant than the mere assertion of individual differences. It interprets democracy as cherishing these differences for the contribution which they can make to our common life, and to the enhancement of the joy of living which comes through the full development of personal potentialities . . . when we assert that the individual possesses worth per se, as opposed to the possession of mere value, as, for example, a horse or a beast of burden, we are asserting an important principle of dealing with people. If the individual is held to possess worth per se, his personality is not

to be violated. He is not to be exploited for the gain of others. To assert that personality grows as the individual shares in common ends and purposes is merely to express our faith that democracy as a form of social organization is the best means of giving full recognition to the doctrine of intrinsic worth.⁵

It should be observed that the factors of democracy which have been enunciated in the preceding paragraphs are not isolated and discrete. They function "as a whole" to give unity and direction to the continuous development of a democratic society. Thus, it is evident why Bode defines democracy as:

. . . a social organization that aims to promote cooperation among its members and with other groups on the basis of mutual recognition of interests.⁶

In addition, a democracy must recognize the fact that it must subject itself to continuous appraisal in order to achieve the status of being a dynamic social organization which promotes as complete development as possible of the personalities of those individuals who constitute its membership.

Up to this point, we have been concerned with an attempt to define more clearly the democratic conception.

⁵ "A Philosophy of General Education," op. cit., p. 394.

⁶ Boyd H. Bode, Modern Educational Theories, Macmillan Company, New York, 1927, p. 14.

It remains now to indicate the implications of this conception for teaching. In order to be consistent with our thesis that democracy is a "way of life," it will be necessary to point out just how the foregoing will apply to the problems of teaching.

There is the tacit assumption on the part of all that education in America should be dedicated to furthering the purposes of a democratic society. We are, therefore, immediately confronted with the problem of deciding how the school, through its educational program, can prepare students who will be able to deal successfully with our "way of life" now and in the future. In other words, a choice among various alternatives must be made which will be consistent with our thesis that democracy should be conceived as a "way of life."

Many schools are satisfied that they have done their job when they offer courses in citizenship, democracy, and the like. What they fail to see is that they are compartmentalizing the concept of democracy and simply teaching it as a separate item in the curriculum. This is not consistent with our interpretation of the democratic conception. If the school is to serve a democratic society, it must do so, not by teaching precepts of democracy, but by allowing its students not only to engage in democratic living, but also to study what they are doing. This means that school officials

and teachers must be concerned wholeheartedly with the basic problem of preparing young people to be able to bear equally the burden of making crucial decisions on matters which are of major concern to them.

It would seem, therefore, that a fundamental purpose which should underlie all education, in a democratic society which provides "equality of opportunity for participation in a growing area of interests mutually shared," should be to stimulate and assist each pupil to develop a wider and more harmonious outlook on life along with an enhanced ability to employ scientific methods of thinking. There is no alternative, it seems to the writer, when one is confronted with the problem of formulating his educational philosophy--if a democratic society is the end in view. A fundamental tenet of the democratic conception, as implied in the foregoing statement, is the continuous reconstruction and progressive improvement of society. This principle is negated if education does not support it.

In order to indicate implications of the foregoing covering-end for teaching in a democracy, it will be necessary to consider separately such problems as (1) the behavior of the student in the learning process and (2) principles which ought to guide teachers and school officials in choosing subject-matter and methods. The above problems will be considered in the order of their listing.

Our belief is that the good life can be achieved through living in, and studying, a cooperative community in which all bear equally the burden of planning, and carrying out, the all-inclusive pattern of the group. This gives to us our cue as to the place of the learner in the educative process. It means that planning the purposes and the program of the school should be a joint venture of administration, teacher, and student, always in accordance with democratic principles. Moreover, each learner must be stimulated and assisted to formulate and appraise his own actions on the basis of his experience and in terms of the democratic ideal. John Dewey has given expression to this belief when he states that:

If he (the learner) cannot devise his solution . . . and find his own way out he will not learn, not even if he can recite some correct answers with one hundred per cent accuracy.⁷

. . . skill obtained apart from thinking is not connected with any sense of the purpose for which it is to be used. It consequently leaves man at the mercy of his routine habits and of the authoritative control of others . . .⁸

Taking the preceding paragraph into consideration, we may define the function of the student in the educative

⁷ John Dewey, Democracy and Education, The Macmillan Company, New York, 1933, p. 188.

⁸ Ibid., p. 179.

process in terms of the contribution that he can make in solving his own problems and in solving the joint problems of his community; one which must promote its own welfare through cooperative efforts of all. That is to say, each student should be accepted as a unique member of a cooperative type of social organization; one which recognizes his rights and responsibilities in solving his own problems and also recognizes himself as a contributing factor in promoting the general welfare. The interests and purposes of the students, when considered in the light of our democratic ideals, should be central in this joint endeavor.

A second problem which is involved in considering the implications of our democratic conception is, in brief, What subject matter is of most worth to the student? In order to be able to clarify this issue, it will be necessary to return to our statement of a covering-end for teaching.

A desirable covering-end for education in American democracy, as pointed out in an earlier part of this chapter, is to stimulate and assist the student to formulate and continually reconstruct his personal philosophy of life. In addition, the student must be better able than otherwise to solve those problems which concern him as they arise, even after he leaves school.

One writer, in a recent discussion of the problem of teaching in American democracy, has described the problem of preparing tomorrow's citizens to solve tomorrow's problems in this manner:

Although specific solutions are not predictable long in advance, pupils can be enabled to understand, appreciate and use generalized criteria which all solutions must fulfill in order to be satisfactory. The criteria of enhancement (coverage) and harmonization (internal consistency) apply to solutions for individual problems as well as to an entire outlook on life. In subjecting each solution to the two tests, (a) "Does it take into account all pertinent and available data?" and (b) "Is it consistent not only with such data but also with other solutions accepted by the pupil?", we promote a pupil's ability to solve individual problems as they arise and at the same time we promote the enhancement and harmonization of his entire outlook on life. Thus we prepare tomorrow's citizens to solve tomorrow's problems.⁹

Taking the foregoing into consideration, it seems obvious that in a democratic school subject-matter ought to be selected and used in such a way as to achieve three distinct goals more or less simultaneously. First, each teaching unit should contribute, more than those not selected, to the enhancement of the student's knowledge of those areas of life which are of concern to him. Second, each teaching unit should be used as a means of stimulating the student to

⁹ "The Relativity Principle Applied to Teaching," op. cit., p. 7.

appraise each new idea that he accepts both in terms of the data at hand and in the light of other ideas which he has acquired. Third, subject matter which is selected for study, more than that not selected, should be a means of increasing the student's ability to learn without the guidance of a teacher--to think reflectively.

In view of the foregoing, criteria for the choice of subject matter and method in a democratic school may be stated as follows:

1. Select for study units which will afford the student a larger opportunity than otherwise to obtain a widened knowledge of all areas of life which are of immediate concern to him.

2. Each teaching unit should be taught in such a way as to promote a reflective study of problems which immediately concern a student and which he wants to solve, with a view to developing an enhanced ability to employ scientific methods of thinking.

3. Each teaching unit should begin with a conflict in the learner's outlook on life so as to lead him to develop, as far as possible, a more unified outlook on life.

4. Each teaching unit should be organized and conducted in such a way as to challenge even the students who are most matured intellectually.

5. Each teaching unit should be conducted in such a

manner as to stimulate learning through the development of new insights (understandings).

If we accept the foregoing point of view, it would seem that educational objectives in a democratic society cannot be fixed. They evolve out of the situation at hand and in relation to the ever-changing needs and demands of that situation. If objectives are conceived in terms of a basic social philosophy, then their purpose, as indicated above, is simply to give direction to the proposed program of education. As experiences in the school are consummated, these tentative objectives undergo constant appraisal and revision. In this regard Dewey says:

The aim as it first emerges is a mere tentative sketch. The act of striving to realize it tests its worth. If it suffices to direct activities successfully, nothing more is required, since its whole function is to set a mark in advance; and at times a mere hint may suffice. But usually--at least in complicated situations--acting upon it brings to light conditions which had been overlooked. This calls for revision of the original aim; it has to be added to and subtracted from. An aim must, then, be flexible; it must be capable of alteration to circumstances.¹⁰

In the light of the foregoing principles, the writer will attempt to suggest certain further principles which he believes should be considered by those who are responsible

¹⁰ Democracy and Education, op. cit., Pp. 122-123.

for the formulation of teacher-education programs for prospective teachers of the social studies in high schools for Negro youth. The principles which appear in the following paragraphs are not all peculiar to Negro teacher-training institutions. Some apply with equal force to Negro and white institutions. Others apply in varying degrees to both institutions, whereas a few are relevant to Negro teacher-education institutions alone. It should be kept in mind also that the order in which these principles are presented does not indicate their relative importance. Nor are the various principles as stated mutually exclusive. The list, moreover, can be extended.

1. The program for the education of prospective teachers of Negro youth in high school should provide for developing, and should stimulate each future teacher to develop, an ever-expanding knowledge of his world along with an enhanced ability to reconstruct his outlook on life by the use of scientific methods of thinking. This implies that the prospective teacher should be stimulated to formulate a broad and consistent philosophy of life. In brief, the activities of the school, as they relate to the education of future teachers of Negro youth in high school, should be so arranged that each student is encouraged and assisted in a continuing attempt to reconcile the welter of conflicting issues which arise.

There is still another implication in this principle. The Negro teacher-education institution should see that the prospective teacher is provided opportunities increasingly to assume responsibility for arranging his own educational activities and for appraising these in terms of his own interests and purposes.

2. The program for the education of prospective teachers should be organized so as to meet continually the needs of the constituency which it serves. This implies a flexible curriculum; one which is continually appraised with a view to improvement in terms of its underlying purposes.

3. Criteria for choice of curriculum and method should evolve, in the main, from the inclusive purpose which gives direction to the entire program of education. This implies that curricular materials ought to be selected from the problems raised by the students themselves. It follows, then, that all teaching should be conducted in such a way as to promote scientific-reflective thinking, while each student is being assisted to achieve a wider and more harmonious outlook of life.

4. The scientific method of formulating minority-group techniques should be a major concern of Negro teacher-education institutions. Each student not only should be made aware of the process of evolving such techniques, but also should

become disposed to utilize them in a dispassionate and judicious manner.

5. A Negro teacher-education institution should see to it that its graduates master the techniques of the scientific method of thinking--thinking reflectively. This implies more than mere acquaintance with the detailed techniques of the process. It means the preparation of teachers who will, on their respective levels of competence, be able to advance frontiers of knowledge; individuals who will be able, to a degree at least, to direct research and experimentation.

In the light of the preceding discussion, we may suggest a set of principles for appraising (1) theories and practices of the teachers in Negro colleges who were interviewed by the writer, and, (2) institutional and departmental policies and procedures in the institutions visited, relating to the preparation of prospective teachers of social studies in high school. These principles will emphasize the contribution that both the teachers of social science and education, and the social science department as a distinctive part of a teacher-training institution, can make to the progressive realization of a more effective program of education for Negro youth in high school.

THE CRITERIA

1. Does the teacher have a clear and workable conception of the nature of American society?

2. Does the teacher have a clear and workable conception of the nature of the learner in the educative process?

3. Does the teacher have a clear and workable conception of the nature of learning?

4. Does the teacher have a clear and workable conception of a covering-end for education in American society today?

5. Does the teacher have a clear and workable conception of criteria for choosing subject matter and method for a given course of instruction?

6. Are the theoretical conceptions supported by a given teacher in agreement with his own teaching practices?

7. Is the social science department organized in such a way as to promote a unified, well-thought-out program of social science education for prospective teachers of social studies in high school?

8. Is the social science department, through its staff organization, actively concerned with the evaluation and improvement of its teacher-education program in terms of its own basic philosophy?

9. Does the program of education for prospective

teachers of the social studies in high school provide adequately for present and future needs of developing teachers?

An effort is to be made in the following chapter to appraise the findings of this investigation as reported in Chapter III. The foregoing principles are to be used to determine, in so far as possible, (1) the clearness and adequacy of outlooks of teachers with reference to the needs and demands of modern secondary schools for Negro youth; and, (2) the validity of administrative organization and practices both in terms of the basic philosophy of a particular institution, as well as with reference to the concept of democracy as envisioned in this study.

CHAPTER V

SUMMARY AND APPRAISAL OF FINDINGS

In Chapter III, many inferences and deductions were made in presenting data collected through interviews and personal visits in order that the reader might understand more clearly their meaning and significances. These will be brought together in the present chapter in summary form and appraised in the light of criteria set forth in Chapter IV. Such inferences and deductions as our data seem to warrant are first stated in sequence without evaluation. Immediately following this list, an attempt is made to appraise them.

SUMMARY OF FINDINGS

1. Only one teacher among the 107 participating in the study upheld a consistent outlook with reference to all six philosophical conceptions or assumptions as presented in Part II, Section A, of the questionnaire.

2. Many teachers not only were unaware of the more subtle implications and assumptions which underlie the six problem areas as a "whole," but they also failed to recognize the mutually contradictory concepts within each problem area.

For example:

- a. The confusion in outlook of teachers with reference to the issue as to the nature of truth is clearly indicated in Table X, page 62. Statements 1, 2, and 3 are mutually contradictory. It would follow, then, that the total number of votes for all three conceptions should equal the total of teachers who stated their convictions on the matter. As it actually worked out, there were 54 more votes than there were teachers voting; that is, nearly 51 per cent of the teachers supported two or more conflicting points of view with respect to the nature of truth.
- b. With reference to the nature of mind, 29.7 per cent of the teachers who declared themselves supported two or more contrasting points of view.
- c. Behavior is apparently defined in two or more ways, and in such a manner as to be mutually contradictory, by 56 per cent of the teachers.
- d. With reference to the nature of learning, 85 per cent of the respondents supported two or more contrasting conceptions; only 6.5 per cent

gave sole support to the goal-insight conception of learning, and only 6.5 per cent supported solely a point of view in which learning is conceived as growth of innate capacities.

e. Nearly 47 per cent of the teachers conceived two or more ends to which education should be directed. And the sad part of the story is that these proposed covering-ends actually imply that education should move in two opposite directions at one and the same time.

f. With reference to the function of the teacher in the educative process, 84 per cent of the teachers declared themselves in support of two or more conflicting conceptions.

It was pointed out in Chapter III that much time was expended by the investigator in conference with individual teachers in order to clarify in their minds the meaning of each statement on which they were called upon to indicate their approval or disapproval. On the other hand, the writer believes that he was able to express a high degree of neutrality on his own part while presenting statements representing various theoretical positions. In every case, a careful effort was made to see that the individual teacher

understood the problem and that his answer or reply represented his best judgment.

3. To a significant degree, teachers are not aware of the implications and assumptions which underlie the conceptions for which they declare themselves. This fact is not only clearly evident in the foregoing but also with reference to the replies to questions in Part II, Section B, of the questionnaire.

4. Only five teachers among the 107 participating in the study support a given outlook consistently with reference to the five issues raised in Part II, Section B, of the questionnaire and these apparently gave support to theoretical conceptions which harmonize well with the philosophy of individualism, or laissez-faire.

5. Likewise, the nine teachers who gave consistent support, as far as they expressed themselves, to some but not all of the five problems raised in Part II, Section B, of the questionnaire apparently gave support to theoretical conceptions which harmonize well with the philosophy of individualism, or laissez-faire.

6. More than 50 per cent of the teachers who were interviewed defined democracy either as a distinctive form of government or as a planned type of social organization. In both cases, democracy was viewed as merely an end to societal development.

7. With reference to such issues as the fundamental purpose which ought to underlie education in American democracy in general and in a Negro college in particular, these teachers gave support, to a significant extent, to a point of view that facts or knowledge have value or worth, in and of themselves, apart from the purpose of being used for carrying out objectives and satisfying needs of the one who gains the knowledge.

8. Taking the foregoing into account, certain conclusions follow:

a. Many teachers are not quite clear, either as to the meaning of the democratic conception or as to the significance of their own conceptions of education.

b. Members of each of the teaching staffs differ widely among themselves in their interpretation of the conception of democracy.

c. Many teachers fail to recognize any significant relationship between their social and educational ideals. That is, many teachers apparently hold (or entertain) compartmentalized conceptions of society and of education.

d. That individual teachers lack a consistent point of view would seem to indicate that they have not thought out a philosophy of

life, in terms of which they can judge problems and issues.

9. The confusion and conflicts in the outlooks of teachers with reference to certain theoretical aspects is further reflected in their teaching practices. This fact serves further to support the foregoing conclusion that teachers have not formulated a well-ordered, thought-out philosophic outlook in terms of which to judge educational problems and issues intelligently.

10. Only to a very limited extent do teachers maintain, in their teaching practices, a consistent outlook with reference to such significant social and educational problems as, (1) an adequate interpretation of the conception of democracy; (2) a fundamental purpose which ought to underlie education in American democracy in general, and in a Negro college in particular; and (3) basic factors which teachers and administrators ought to consider in formulating a program of education for prospective teachers of social studies in high school.

11. In both theory and practice, teachers are, to a significant extent, confused and inconsistent with reference to the problems of teaching. Many teachers voice the belief that education ought to be dynamic, that behavior is purposive, that individuality ought to be respected, and that a democratic program of education ought to be formulated

cooperatively. Yet these same teachers from year to year apparently impose subject matter which all students must learn without regard for their capacities and interests. In brief, progressive ideas which teachers often support in theory are not carried out in their teaching practices.

12. In spite of the fact that a majority of teachers indicated that they were vitally concerned with the students' outlooks on life, most teachers had not formulated valid and reliable ways and means of measuring attitudes of the learner. Likewise, most teachers had not become aware of measures and devices for evaluating modification and growth of the attitudes of students. It appears, then, that these teachers are more concerned with getting students to think as the teachers think, rather than to stimulate students to seek their own solutions to problems; to find their own ways out.

13. To a significant extent, many teachers conceive education to be solely a process of transmission of our cultural heritage. That is to say, facts are to be learned by a student apart from the use that he may be able to make of them in solving problems which are of concern to him.

14. The departmental or divisional organizations of social science staff members, in 15 of the 24 institutions included in this study, aim to serve a variety of purposes. However, a basic concern of each organization appears to be that of improving instruction as offered by the teachers or

the department. In many instances, problems of evaluating and improving instruction are approached from an eclectic point of view. That is, teachers and school officials have endeavored to revise curricula and evaluate outcomes of instruction without the guidance of a basic philosophy.

15. Prospective teachers of the social studies are required to satisfy major and minor requirements which are usually based upon the completion of a given number of courses and the accumulation of a given number of credit hours or points. In addition to the above, 15 of the 24 institutions require of all prospective teachers a general comprehensive examination over the student's major field of concentration.

16. "Practice Teaching" is the only professional course which is required of all prospective teachers in all of the institutions which were visited.

17. New courses in social science are added or old ones discontinued almost entirely on the initiative of the president or dean on the one hand, and the Chairman of the department on the other. To a significant extent courses which are offered are determined largely by the administration.

18. Only to a very limited extent are the social science departments vitally concerned with problems of course objectives, course content, and course outcomes. That is, the problems involved in the formulation, execution, and appraisal of a program of education for prospective teachers

are not considered "as a whole." Curriculum modifications or revisions are often undertaken without the guidance of a basic philosophy of education.

19. Measures and devices used to evaluate instruction are designed primarily for the purpose of measuring only the knowledge residue of learning.

20. Responsibility for arranging a student's program of studies falls largely upon the Chairman of the social science department or the dean of the college. Only to a limited extent does the student assume equal responsibility in planning and arranging his own educational program.

21. At most institutions, the president of the college assumes the sole responsibility for determining the competency of staff members of the social science department.

22. In more than two-thirds of the teacher-education institutions visited, prospective teachers of the social studies are provided practice-teaching facilities in co-operating high schools or academies.

23. Students are selected for practice teaching largely from members of the senior class who have maintained a general scholastic average of "C" or higher during the first three years of their undergraduate course.

24. Students enrolled for practice teaching are required to satisfy such quantitative requirements as a given number of

clock hours of actual teaching in their major field of study, and the accumulation of a given number of credit hours and quality points.

25. In 20 of the 24 institutions visited, no provisions are made for individual differences among the students who are enrolled for practice teaching.

26. The dominant purpose of student-teaching (or practice teaching) varies among the institutions which were included in this investigation. An analysis of the replies of the respondents reveals that in a number of schools those responsible for administering the program are basically concerned with meeting state certification requirements and with giving to the student those skills or techniques which he ought to have--from the teacher's point of view--in order to be successful as a teacher.

27. Lacking a unified or consistent philosophy of education to guide or direct their efforts, teachers and school officials have absorbed their philosophies unquestioningly from tradition.

28. Significant efforts have been made in a majority of the institutions visited to revise teacher-training programs to meet the needs of prospective teachers of Negro youth in high school. In most cases such efforts were largely directed to the addition of new courses or the "integration" of old ones by the crossing of subject matter.

lines to build up survey courses. In one instance, a State Department of Education had formulated and handed down a teacher-training program for its State College for Negroes. Two colleges had undertaken a school wide study of their curricula with a view to improving their educational program as a whole.

In nearly every case at least two fundamental weaknesses were apparent: (1) no basic philosophy had been formulated to guide those who had assumed responsibility for formulating educational programs for the prospective teacher; (2) the validity of the findings of modern psychology appear to be almost entirely neglected or denied by those who have assumed responsibility for formulating the "new program".

APPRAISAL OF FINDINGS

In order to appraise the more significant findings of this study it will be necessary, in the remaining paragraphs of this chapter, to make use of the criteria which were set forth in Chapter IV. Each principle will be stated in the sequence of its listing in Chapter IV. Immediately following the statement of a given criterion, the writer will endeavor to show the approximate extent to which the findings of this study agree or fail to agree with the given standard.

1. Does the teacher have a clear and usable conception of the nature of the American social order?

It was pointed out in statement number 7 of the summary of findings, page that more than 50 per cent of the teachers who were interviewed defined democracy either as a distinctive form of government or as a planned type of social organization. This is just another way of saying that a majority of teachers believe that democracy is an end to societal development.

Only a small number of definitions were classed as vague and meaningless. On the other hand, fewer than 25 per cent of the teachers gave definitions which appear to be both clear and usable with reference to pointing ways and means of furthering the democratic ideal.

One may question the adequacy of a person's conception of democracy, when democracy is conceived solely as a form of government; more so when it is conceived as a particular form of government. In the first place, such conceptions either ignore or deny the uniqueness in the method by which people settle human affairs. This is of greater concern, it would seem, than the external form, for any settled form may become a means of justifying procedures decidedly inimical to a democratic society. On the other hand, such conceptions fail to take into consideration the unique contribution that each individual, in terms of his own capacity,

must make toward the continued improvement of the common welfare of the group. A clear and workable conception of democracy will emphasize the distinctiveness of the method to be used to improve human life and to lift man to ever higher levels of cooperative living.

2. Does the teacher have a clear and workable conception of the nature of human behavior?

More than 56 per cent of the teachers tended to support any or all of the statements made with reference to the general nature of human behavior. They did not seem to grasp the differences among the statements. They had no clear notion of a psychology of behavior.

3. Does the teacher have a clear and workable conception of the nature of learning?

In the light of statement numbered 2. d. in the summary of findings, page 233, it appears that 85 per cent of the teachers who were interviewed do not have a clear and workable conception of the learning process. It is apparent that many teachers have accepted certain definitions of learning upon the statement of some supposed authority, without realizing that different definitions may actually imply mutually contradictory outlooks. On the other hand, it is evident that a large majority of teachers have accepted uncritically several definitions of learning without attempting to determine their consistency with each other or with

reference to other values that they cherish.

4. Does the teacher have a clear and workable conception of a covering-end for education?

That many teachers lack a clear and workable conception of a covering-end for education is clearly indicated in statement numbered 2. c., page 233. Approximately 47 per cent of the teachers supported mutually contradictory conceptions with reference to a covering-end for education. In addition, 28 per cent of the respondents indicated their preference for a covering-end for education in which either the untrammelled growth and development of original or native traits and tendencies, or the discipline of mental powers, was accepted as the central concern of education.

The weaknesses of the theoretical positions upheld by this 28 per cent, who would place their faith either in laissez-faire-ism or in mental discipline, has been pointed out in Chapter II, page 26. It is apparent that these teachers have ignored much experimental data, with reference to the nature of learning, in formulating a point of view of a covering-end for education.

5. Does the teacher have a clear and workable conception of criteria to guide his choice of curriculum (content) and method in teaching a given course of instruction?

That many teachers of prospective teachers are not quite clear as to the dominant purpose which ought to guide

their efforts in choosing curricula (content) and procedures in their teaching practices is evidenced even from a brief study of Table XXVI, page 148. Lacking a clear and workable conception of a basic purpose which ought to underlie teacher-education programs, many teachers assume that subject matter (content) and method each has meaning or significance in and of itself. Hence, the problem of method is often considered apart from curriculum problems, as well as, from purposes and objectives.

Only to a limited extent (by fewer than 20 per cent of the respondents) are curriculum and method conceived in terms of "a whole"--as parts of a total configuration.

6. Are the theoretical conceptions which the teacher supports in agreement with his own teaching practices?

An endeavor was made in Table XXXIII-A to summarize philosophical positions which individual teachers support in their teaching practices. Even a brief study of this table will reveal that practically all teachers who participated in this study apparently upheld certain theoretical conceptions which were not in harmony with philosophical conceptions underlying their teaching practices. Only one teacher among the 107 who participated in the study maintained a consistent outlook, as far as he expressed himself, both in theory and in practice.

It follows, therefore, that for this study theoretical

conceptions which teachers support in theory apparently do not agree with basic conceptions which underlie their own teaching practices.

7. Is the social science department organized and administered in such a way as to promote a unified, well thought out program of education for prospective teachers of social studies in high school?

It is assumed that a teacher-education program will be most effective when purposes, curricula, and procedures are viewed as a whole; when the dominant aim, the curriculum to be used to achieve such an aim, and the teaching procedures which will best promote this basic aim, are clearly understood and subscribed to by all. In the light of this assumption an effort was made to determine, at least approximately, the nature and purpose of the administrative organization of teachers and officers of the social science department in each of the 24 institutions surveyed.

It was pointed out in the summary of findings that 15 social science departments were organized on a cooperative basis, largely for the purpose of improving the effectiveness of instruction offered by various members of the department. It was evident, however, that the effectiveness of instruction offered by various members of the department was seriously weakened in one of several ways. In the first place, not a single department had endeavored to formulate,

cooperatively, a guiding philosophy to give purpose and direction to the educational activities of the department as a whole. A second weakness was observed in efforts that were made either by the Chairman of the department or by other officers and officials of the school to dictate the policies and procedures of the department. Third, all too often problems of evaluation and improvement of the educational program for prospective teachers were undertaken in isolation of basic purposes, curricula, and teaching procedures.

In the light of the foregoing, it is apparent that a majority of social science departments have provided, at least in theory, the administrative organization for the progressive improvement and refinement of an effective program of teacher education. The failure of most of the departments to provide adequately for the promotion of a unified, well thought out program of education for prospective teachers lies in the fact that staff members are not stimulated to assume privileges and responsibilities of working together cooperatively for the progressive improvement of the social science program, and more than occasionally they are not even permitted to do so.

8. Is the social science department, through its administrative organization, actively concerned with evaluation and improvement of its teacher-education program in

terms of its own basic philosophy?

It is evident from the discussion of criterion 7 that most of the social science departments are not actively concerned with evaluation and improvement of their teacher-education programs in terms of their own basic philosophies.

9. Does the program of education for prospective high school teachers of social studies provided adequately for present and future needs of the developing teacher?

If a school is to provide adequately for present and future needs of developing teachers, a choice among at least two mutually contradictory conceptions must be made. The choice lies between democracy on the one hand and autocracy on the other. In order to be able to answer the above question, it may be well to summarize present and probable future needs of the individual as a teacher, as a citizen, and as an individual (1) in a society which should be progressively becoming more democratic; and, (2) in a society which is becoming more autocratic.

The democratic conception, as envisioned in this study, implies a type of social organization which is progressively defining the principle of equally limited freedom in every phase of social, political, and economic life of that society. In brief, the ideal of "equality of opportunity for all to participate in a growing area of interests mutually shared" rests upon a faith in human intelligence in

general, and the capabilities of the common man in particular. This is just another way of saying that a democratic society demands that its citizens not only know life, but that they be able to cope with life as individuals and as citizens.

It follows, then, that teacher-education programs which are designed to prepare prospective teachers for a society that ought to be growing more democratic must encourage and assist each developing teacher to solve his own problems as an individual, and must also develop an enhanced ability to share cooperatively in the solution of problems which involve the general welfare of the group.

Our other alternative is a society which is growing more autocratic; which is progressively developing greater inequalities among its citizens to participate in activities bearing on matters of common concern. The implications for education, of a society in which the common lot is progressively being denied not only the privilege and responsibility of shaping the all-inclusive pattern of the group, but also the freedom to solve one's own problems, are obvious. An autocratically conceived school, through its program, must see that developing teachers acquire certain appreciations, attitudes, facts, and skills, as the political authority may demand. Likewise, school officials and teachers must see that certain facts or knowledges are not

made available to the learner and that he not acquire attitudes out of harmony with those in authority. Neither teacher nor student is permitted to participate in formulating the program of the school.

If we are to answer the question as to whether teacher-education programs, in representative Negro colleges, provide adequately for present and future needs of prospective teachers, we must first decide, on the basis of the data presented in Chapter III, with which of these two types of social organization these programs harmonize. Although our data do not warrant any unqualified conclusion, the writer believes that this study has brought to light many teacher-preparation programs, as now formulated and administered, which will be more likely to prepare teachers for an autocratic society than for a society which should be progressively becoming more democratic. In a majority of schools, neither the teacher nor the student is stimulated and assisted to solve his own problems as an individual, nor to share cooperatively in the solution of problems of the college which are of concern to all.

If an autocratic society requires that the school perpetuate and carry forward its tradition, it would seem no less essential for the democratic school to do likewise. It is not sufficient, in the writer's opinion, that school

officials should merely proclaim their faith in democracy.
Democracy must be lived, and studied as it is lived
with an eye toward progressive improvement.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

An effort will be made in this the final chapter (1) to point out the more significant conclusions emanating from this study; (2) to suggest certain changes which seemingly ought to be made in existing programs for the education of prospective teachers of social studies in high schools for Negro youth; and, (3) to make suggestions for further research with reference to the problems of preparing teachers to instruct Negro youth in high school. Each of the above topics will be discussed in the following paragraphs in the order of its listing.

It was pointed out in the preceding chapter that many teachers commonly give support to theoretical conceptions that are not in harmony with other conceptions which they uphold. This fact indicates that many teachers apparently have merely a "verbal acquaintance" with various trends and movements in education; that they have failed to gain a deeper understanding of the philosophies which underlie such movements. In addition, this fact would seem to explain why many teachers, who quite readily accept ideas which are in direct conflict with the philosophies implied in such statements.

Perhaps the most important single conclusion from this study is that many teachers of prospective teachers have not themselves formulated a consistent philosophy of life in terms of which they may deal critically and reflectively with educational problems and issues, and the logical implications which arise therefrom. Important as it is that each prospective high school teacher formulate a consistent personal philosophy of life--a conclusion to which this study points--it is, no doubt, of still greater importance that those who are responsible for guiding school experiences of developing teachers become oriented in their own outlooks on life. Otherwise, both students and teachers will be left at the mercy of their own routine habits and of the authoritarian control of others.

In view of the foregoing, it would seem that many teachers are not sufficiently oriented in the world of today to enable them to play their roles effectively in assisting prospective teachers to develop the ability, as individuals, citizens, and teachers, to cope with a dynamic world. Moreover, these teachers apparently are inadequately prepared to deal with life realistically; to learn by and for themselves in accordance with principles of the scientific method. This is crucial, it would seem, if prospective teachers of Negro youth are to be stimulated and assisted to solve their own problems now, as well as in the future.

Institutional and departmental policies and practices, with reference to the education of prospective teachers of the social studies, leave much to be desired in the light of needs of both teacher and student, in terms of coming to understand present social trends. It has been pointed out that teacher-education curricula in representative Negro colleges are often conceived as a fixed arrangement of courses in which all pupils are expected to pursue the same activities or utilize the same procedures. Further, it has been mentioned that the potentialities of teachers and students have not been utilized to the best advantage by school officials in planning and evaluating teacher-education programs.

In addition to the above, and of equal importance, is the problem of improving the position of the Negro in American society. In view of the underprivileged position of the Negro in American society which sets him apart to his disadvantage from other citizens, it would seem that Negro teacher-education institutions should be vitally concerned with problems of formulating and progressively refining minority group techniques. This problem, however, has been almost entirely ignored by those responsible for formulation of purposes, curricula, and procedures for the education of prospective teachers of the social studies in high school in those colleges which were included in this study.

In pointing out certain basic weaknesses in theories and practices which underlie existing programs for the education of prospective teachers, the writer does not mean to imply that these colleges are not doing effective work in the field of teacher education. However, when they are, they are doing so usually in spite of confusions and conflicts in purposes as stated, and in spite of disharmony with respect to the curricula and procedures employed presumably to support such purposes.

A major purpose of this study is to suggest, in the light of a democratic philosophy of education, such changes as seemingly ought to be made in existing programs for educating prospective teachers of the social studies in high school. The writer, in an attempt to suggest a basic philosophy for the Negro teacher-education college, has made no effort to indicate tentative objectives. We assume that this is the task of each individual institution. Therefore, suggestions have been confined to stating the guiding principles which grow out of a democratic conception of education. We will now suggest certain changes which Negro colleges might make in existing programs for the education of prospective high school teachers of the social studies, in the light of the guiding principles set forth in Chapter V. These will be indicated, with brief discussions, in the following paragraphs.

1. In order that a teacher in training may be assisted to develop an ever-expanding philosophy of life which will guide his activities as an individual, as a citizen, or as a teacher, staff members of a Negro teacher-education college must themselves become oriented to the world today while they are developing an enhanced ability to employ scientific methods of thinking. Or, to state it otherwise, there is an urgent need for a consistent outlook on life on the part of those who are charged with the responsibility of guiding the school experiences of developing teachers; an outlook which accords with an adequate conception of the democratic ideal.

It would follow, then, that staff members of teacher-education institutions ought to be vitally concerned with formulating a clearer, more workable conception of the democratic ideal, and that a more defensible psychology of learning--one which will agree with modern scientific findings--should underlie and affect all classroom activities.

2. If teacher-education curricula in Negro colleges are to meet continually the needs of on-coming teachers of Negro youth in high school, such curricula must become more flexible than they now are. Teaching programs must be continually appraised in terms of both results and goals, and continually reconstructed in terms of such appraisals.

Students come into the school with a set of attitudes,

beliefs, and modes of conduct which are a heritage of their earlier experiences. The school should not attempt to dictate new attitudes and convictions, even though the dictated attitudes and convictions may improve upon previous ones. Such procedures are inimical to a democratic conception of education. Rather, each student should be stimulated through genuine understanding and critical consideration of all elements included in the situation, to work out his own mode of action in accordance with democratic principles.

3. If it is important that each individual teacher formulate a well-thought out philosophy of life, one which will enable him to deal with his problems realistically, it would seem to be no less important that each institution "as a whole," as well as each social science department as a department, should do so as well. It is evident, then, that administrative policies and procedures ought to be formulated cooperatively (democratically), and appraised in terms of their contribution to furthering basic purposes cooperatively adopted.

4. There is urgent need for Negro teacher-education institutions to face realistically the minority group problem in American society. The school, through its program, ought to see that each developing teacher not only becomes aware of the scientific method of evolving such techniques, but also becomes disposed to utilize such techniques in a dispassionate manner.

5. Teacher-education programs in Negro colleges ought to be developed in the light of problems which the teachers in training themselves raise, or at least sense, as a result of participation in "real life" and practical school situations. This will, no doubt, reverse the present procedure, but it also will lessen the gap which now exists between theory and practice.

SOME SUGGESTIONS FOR FURTHER RESEARCH

1. It is highly desirable to validate the findings of this study by extending the study, perhaps following the same procedure, to other similar institutions. In this connection it may be well to give considerable time to classroom visitation, in order to obtain a more valid and comprehensive picture of actual classroom procedure.

2. There is urgent need for a comprehensive study of Negro adolescents such as will make available to Negro teacher-training institutions more adequate data to be used in formulating educational programs for prospective teachers in secondary schools.

3. It is highly desirable that individual investigations be made in various states maintaining separate school facilities for Negroes, for the purpose of appraising the effectiveness of secondary school programs in meeting the needs of Negro youth in a developing democratic society.

4. If teachers are to be assisted in developing an ability to cope realistically with the problems of teaching in a democracy, it will be highly desirable that the classroom experiences of those who have mastered the techniques of problem-teaching be made readily available to the profession.

812 Maine Street
Lawrence, Kansas
April 2, 1941

Dear Fellow-Teacher:

From my experience as a social science teacher in a teacher-training college for Negroes, and also as a graduate student, I have become interested in problems in the education of prospective teachers of social studies for Negro youth in high school.

Certainly your experience in guiding prospective teachers in this field qualifies you to help to formulate a solution of the curricular problem involved. I am now asking your help in securing a picture of present practice. Will you cooperate in this study for the improvement of teacher education by giving your best response to each statement and question presented in the attached questionnaire?

During the week of _____, I plan to visit your college in order to facilitate any mutual discussion that may be desirable relative to the attached schedule. I am, therefore, requesting that you do not return the questionnaire to me by mail but that you keep it until I call at your office.

The schedule form is not as long as the number of pages indicates, because brevity has been sacrificed to secure economy in writing.

I shall be very glad to keep you informed of the progress of the study and to report to you findings which are significant.

Thanking you for your cooperation, I am,

Very sincerely yours,

(Signed) Earl E. Dawson
Earl E. Dawson

EED/b

A STUDY OF EDUCATIONAL THEORIES AND PRACTICES,
IN NEGRO COLLEGES, UNDERLYING THE EDUCATION
OF PROSPECTIVE SOCIAL STUDIES TEACHERS
FOR SECONDARY SCHOOLS

Part I

Confidential Report for Teachers

This section of the study is concerned with the academic status of Social Science staff members in institutions engaged in the education of secondary school teachers. More specifically, this part of the study concerns those staff members of the college who are now teaching one or more social science courses (history, economics, sociology, political science, geography) or one or more professional courses (educational psychology, methods, practice teaching, etc.) required of all persons who seek to qualify for teaching the social studies in junior or senior high school.

You are not asked to sign your name. This is in line with our intention of keeping the information strictly confidential.

1. Male _____ Female _____ Date _____

2. Present position _____
(Title)

3. What higher institutions have you attended?

<u>Name of Institution</u>	<u>Degree</u>	<u>Date received</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Summer schools attended during the past five years (if not included in the above)

<u>Name of Institution</u>	<u>Year</u>
_____	_____
_____	_____

5. Major subject, in undergraduate study _____

Minor subject, in undergraduate study _____

Major subject, in graduate study _____

Minor subject, in graduate study _____

6. List titles of courses you are now teaching:

7. Teaching experience:

- a. _____ years in institution you now serve, to and including 1940-1941
 b. _____ years in other institutions of collegiate grade between year _____ and year _____
 c. Names of other collegiate institutions (as indicated in item 'b' above) in which you have taught:

8. Indicate total number of graduate credits earned by you in each of the following subject fields:

_____ History	_____ Sociology
_____ Political Science.	_____ Economics
_____ Geography.	_____ Psychology
Education _____ (Total)	
_____ Theory and Practice of Teaching.	
_____ Principles and Philosophy of Education.	
_____ Administration and Supervision.	
_____ Educational Tests and Measurements.	
_____ Psychology-applied to educational problems.	
_____ Curriculum.	

9. What school duties other than teaching do you have? (administration, coaching, etc.) _____

10. In terms of clock-hours per week, about how much time do these duties (as listed in item 9 above) require? _____.

11. Do you participate in the formulation of institutional policies in respect to:

a. Fiscal relations _____.

b. Educational program _____.

c. Faculty personnel problems _____.

d. Student personnel problems _____.

12. Indicate, by means of a plus mark (+), how policies regarding curriculum and instruction are proposed or originated at your college:

- | | |
|--|--|
| <input type="checkbox"/> President or dean | <input type="checkbox"/> Administrative council |
| <input type="checkbox"/> Faculty committee | <input type="checkbox"/> Faculty as a whole |
| <input type="checkbox"/> Board of Trustees | <input type="checkbox"/> By individuals (faculty member) |
| <input type="checkbox"/> Joint council of students, faculty and administrative officers. | |
| <input type="checkbox"/> Others (specify) | |

13. Following origination proposal, what are the steps or stages in your institution through which formulation of policies regularly passes?

14. Do you participate as much as you would like in the making of policies of your institution? _____

In the making of departmental policies? _____

Part II

Section A

In surveying teacher-education programs, full consideration must be given the philosophical beliefs of teachers who are guiding the school experiences of the learner. Your sincere cooperation is desired, therefore, in supplying the data called for in the schedule below.

Before supplying these data, please read these directions carefully.

If you agree with a statement more fully than you disagree, mark it by placing a plus sign (+) in the parentheses at the left of the number.

If you disagree more fully than you agree, mark the statement by placing a minus sign (-) in the parentheses at the left of the number.

Please bear in mind that these statements are assumptions or logical deductions of assumptions on which educators disagree widely. Consequently, you should think of these statements as being neither absolutely false. Consider your mark as an expression of your own outlook on life; as your own belief.

- () 1. Truth is a statement which gives an exact and accurate picture of external reality.
- () 2. Truth is a statement formulated by man which serves as a successful guide for behavior.
- () 3. Truth is an idea, the sanction of which is determined by its conformity with the eternal verities.
- () 4. Mind is the capacity to understand things in terms of the use to be made of them.
- () 5. Mind is that aspect of human personality which enables it to sense the true essences which underly objects and events.
- () 6. Man's faculty of reason is complete in itself apart from the subject upon which he applies his reason.
- () 7. To believe that the mind of man, like his body, is simply a part of nature is to deny to him the possibility of enjoying the finer things of life.
- () 8. Behavior is purposive; it can be successfully interpreted only by considering that an individual is seeking to achieve his ends in the quickest and easiest way that he senses under existing conditions.

- () 9. Behavior is a response to a stimulus; it is to be interpreted on the basis of the formula S - R.
- () 10. Human behavior, being under the direction of mind which is not subject to ordinary physico-chemical laws, is an unpredictable phenomenon.
- () 11. Learning is a process of growth of innate tendencies and capacities.
- () 12. We learn to do by doing; no learning is possible without overt bodily action of a repetitional nature.
- () 13. Learning is a process of developing insights; of sensing new relationships.
- () 14. Discipline of mental powers is central in the educative process.
- () 15. Reflective thinking, as the method of an educative experience, is central in the educative process.
- () 16. The untrammelled growth or development of original traits is the method of an educative experience.
- () 17. The central task of formal education is to provide for the development of desired attitudes, ideals, appreciations, and habits in the learner.
- 18. In teaching the vital problems of citizenship, teachers should:
 - () a. So impress upon the student currently approved opinions that life's later experience will not unsettle or modify them;
 - () b. Inculcate new ideals that society ought to adopt;
 - () c. Present all sides or points of view of the problem;
 - () d. Promote a reflective study of problems which immediately concern a pupil, which he wants to solve, with a view to developing a wider and more harmonious outlook of life along with an enhanced ability to employ scientific methods of thinking.

Part II

Section B

Please give your response to each of the questions or statements which follow. Do not think of the questions listed below as a test of your ability to give a "correct" answer in terms of conformity to definitions and expressions of prominent writers in the field. Your reactions will not be scored as right or wrong; they will be taken as an expression of your own personal opinion:

1. In a brief statement, give your definition of "democracy".

2. In your opinion, what should be the fundamental purpose of education in American democracy?

3. What should be the fundamental purpose of higher education in a Negro College?

4. In the education of prospective social studies teachers for secondary school, what basic factor or factors ought to be considered by the administrator and teacher?

5. Teacher-education programs designed to prepare social studies teachers for secondary school positions should have an inclusive purpose. What purpose, in your opinion, is inclusive enough to unify individual points of view, yet immediate enough to be clearly envisioned by all?

Part II (continued)

Section C

If you are now teaching more than one course normally required of all prospective social studies teachers, you may select any one for the purpose of supplying data for the schedule below:

1. Title of course _____

2. Elementary or advanced course? _____
(Lower or upper division)
3. What is your dominant purpose or aim in teaching this course? _____

4. What other aims, if any, are proposed? _____

5. In order to reach desired goals, what concepts do you consider most important for study in this course? _____

6. What measures or devices are used to ascertain the ideas or attitudes of students toward the above concepts upon entering the course? _____

7. Indicate just what teaching procedure or procedures you believe will best achieve the ends sought _____

8. In contrast, indicate at least one teaching procedure which would be the least desirable, all other conditions being equal, in achieving the end sought _____
-

9. To what extent is the content (subject matter) of this course determined by:

- a. State certification requirements--(Indicate by check mark)
 - ☐ not at all
 - ☐ to a moderate extent (not exceeding fifty percent)
 - ☐ to a large extent (more than fifty percent)
- b. The faculty--(administrative officers, head of department, curriculum committee)
 - ☐ not at all
 - ☐ to a moderate extent
 - ☐ to a large extent
- c. The teacher himself
 - ☐ not at all
 - ☐ to a moderate extent
 - ☐ to a large extent
 - ☐ entirely
- d. The student
 - ☐ not at all
 - ☐ to a moderate extent
 - ☐ to a large extent
 - ☐ entirely
- e. Other agencies (specify) _____
 - ☐ not at all
 - ☐ to a moderate extent
 - ☐ to a large extent

10. If a teacher determines his own curriculum, indicate by means of a plus sign (+) to the left of the item, the guiding principle for choice of subject matter.

- ☐ a. Practices prevailing in other institutions.
 - ☐ b. Frontier thinkers, curriculum experts.
 - ☐ c. Analysis of duties and responsibilities of high school teachers.
 - ☐ d. Analysis of textbooks bearing on the subject.
 - ☐ e. Analysis of students needs.
 - ☐ f. Other guiding principles (specify) _____
-

11. If administrative officers (department head, dean, faculty committee, etc.) share directly in the determination of the subject matter of

the course, indicate, by reference to the above under statement ten (a, b, c, d, e, f), the guiding principle for choice of curriculum

12. If the students share in determining the content of the courses, indicate the procedures used to enlist their help
-
-

13. Is there a minimum body of knowledges and skills that the student must learn in order to pass the course?
-

14. Who determines what knowledges and skills are to be learned?
-

15. What educational measures are used to determine the extent of educational growth during the progress of the course?
-
-
-

16. How do you measure modifications and growth of attitudes?
-
-
-

17. What conditions or influences, if any, have led at any time to significant changes in concepts or principles to be studied in this course?
-
-
-

18. What efforts are made to adapt the content of the course to the differing abilities of students? _____

Part III

(For chairman of department of Social Science)

Part III, section A, of the questionnaire seeks to ascertain certain facts regarding the social science department of your college as a whole. Section B is concerned with the student-teaching program as carried out at your institution.

Please bear in mind that the information asked for in the schedule below is not to be measured in terms of an absolute standard or according to what prominent writers in the field may advocate. Rather, these facts should supply a picture of the various techniques and devices used to obtain desired ends in the quickest and easiest way that you and your staff sense under existing conditions. Your sincere cooperation is desired, therefore, in supplying these data.

1. Total number of full-time staff members? _____
2. Total number of part-time staff members? _____
3. Number of students majoring in social science for the school year 1940-1941

4. Number of social science majors preparing for teaching in secondary schools?

5. What is the function of your departmental organization? _____

6. Indicate, by means of a plus sign (+) the method or methods of concentration for advanced student work (upper division) in your department.
 () Major and minor requirements (specify) _____
 () Honor courses.
 () Comprehensive examinations.
 () Independent study plan.
 () Other methods (specify) _____

7. Professional requirements in education for students who plan to teach in secondary schools.

a. Total credit hours _____

b. Titles of specific courses required: _____

_____	_____
_____	_____
_____	_____

8. By what procedure may new courses be added or old ones discontinued in your department?

- ☐ By faculty action of the institution as a whole?
- ☐ By faculty action within the department?
- ☐ By action of chairman of the department?
- ☐ Each instructor free to add or discontinue courses without approval of faculty or administration?
- ☐ By action of president or dean?
- ☐ Other procedures (specify) _____

9. What administrative devices or procedures are used to coordinate or integrate instruction among the various subject matter fields of your department? _____

10. To what extent is each instructor free to determine content of courses that he teaches? _____

11. In what way has your department been concerned with the problems of course objectives, course content and course outcomes? _____

12. What objective evidence is available to show that course objectives are being achieved? _____

13. If a study of the curriculum has been undertaken with a view to improving instruction, indicate the aims or objectives which have served as guides for action _____
14. What inclusive purpose, if any, has guided the investigation (as indicated in 13 above) _____
15. What efforts are made to evaluate the effectiveness of social science instruction in the life of the student before his graduation? _____
16. What efforts are made to evaluate the effectiveness of social science instruction in the life of the student after his graduation? _____
17. Indicate the stages or steps in obtaining certain changes in curriculum requirements of your department as now stated in the college catalogue _____
18. By what method is a student's program of studies arranged and approved? _____
19. Responsibility for determining the competency of instructors in your department rests with:
- () a. Chairman of the department.
 - () b. Faculty committee.
 - () c. President or dean.
 - () d. Other individuals or groups (specify) _____

20. What factors are taken into account in determining the competency of staff members of your department? _____

21. Have any recent significant changes been made in the curriculum offerings or requirements in your department? (specify) _____

Part III (continued)

Section B

Student-teaching

1. What provisions are made by the institution for prospective social studies teachers to acquire teaching experience? (practice teaching).
 - ☐ a. Laboratory or practice school provided on college campus.
 - ☐ b. Practice school (fully controlled by college) located off the campus.
 - ☐ c. Cooperating high school or academy.
 - ☐ d. Other provisions (specify) _____
☐ e. No provision.

2. List, by title in order of responsibility, the staff personnel in charge of the entire student-teaching program in secondary education.

(Chief admin. officer)	

3. Is the social studies supervisor of student-teaching a staff member of:
 - ☐ a. The social studies department of the college?
 - ☐ b. The education department?
 - ☐ c. The laboratory school?
 - ☐ d. The cooperating high school or academy?
 - ☐ e. (Specify other conditions) _____

4. If the supervisor is a regular staff member of the Social Science department, indicate his professional preparation in reference to credit hours earned in:
 - a. Theory and practice of Teaching, methods, etc. _____
 - b. Psychology-general, advanced, abnormal, etc. _____
 - c. Prin. of Education, Philosophy of Education _____
 - d. Secondary Education _____

5. Has the supervisor of student-teaching had actual secondary school teaching experience? _____

6. In the selection of students for "Practice Teaching", what are the institutional requirements with respect to:

- a. Scholastic classification (year in school) _____
 - b. Scholarship requirements _____
 - c. Professional courses that are prerequisite to or concurrent with student-teaching _____

7. What is the minimum amount of student-teaching, in clock-hours, required of social science majors? _____
8. May the above standard (in item 7) be increased or decreased for individual students? _____
9. What provisions are made for individual differences among those enrolled for student-teaching? _____

10. Indicate the dominant purpose of student-teaching for the Social Studies majors _____

11. What changes in your present program of "Practice Teaching" ought to be made? _____

SELECTED BIBLIOGRAPHY

- Alberty, Harold B., "A Philosophy of General Education With Some Implications for Science Teaching in the Secondary School," Educational Method, Volume XVI, May, 1937, Pp. 387-94.
- Atkins, James Aaron, "Status and Training Provided by Negro Teachers Colleges," unpublished Master's thesis, University of Chicago, Chicago, 1935.
- Baughner, Jacob Ira, Organization and Administration of Practice Teaching in Private Endowed Colleges of Liberal Arts, Contributions to Education No. 487, Teachers' College, Columbia University, Bureau of Publications, New York, 1931.
- Bayles, Ernest E., "The Relativity Principle as Applied to Teaching," University of Kansas Bulletin of Education, Volume IV, No. 4, February, 1940.
- Bigelow, Karl W., "Future of Teacher Education in America," School and Society, Volume LII, 1940, Pp. 441-46.
- _____, "The Program of the Commission on Teacher Education for the Improvement of Teaching," Elementary School Journal, Volume XXXIV, March, 1939, Pp. 485-7.
- Billett, Roy O., Fundamentals of Secondary School Teaching, Houghton Mifflin Company, New York, 1941.
- Bode, Boyd H., How We Learn, D. C. Heath and Company, Boston, 1940.
- _____, Democracy As a Way of Life, (Kappa Delta Pi lecture series) Macmillan Company, New York, 1937.
- _____, Modern Educational Theories, Macmillan Company, New York, 1927.
- Bruce, William F., Principles of Democratic Education, Prentice-Hall Company, New York, 1939.
- Caliver, Ambrose, "The Negro Teacher and a Philosophy of Negro Education," Journal of Negro Education, Volume 2, July, 1933, Pp. 446-48.

Campbell, Doak S., director, "The Education of Secondary School Teachers," Report of the Joint Committee on Study of Curricula of the Southern Association of Colleges, George Peabody College for Teachers, Nashville, Tennessee, 1936.

Charters, W. W. and Douglas Waples, The Commonwealth Teacher-Training Study, University of Chicago Press, Chicago, 1929.

Colson, Edna M., "The Negro Teachers College and Normal School," Journal of Negro Education, Volume II, July, 1933, Pp. 284-293.

The Commission on the Reorganization of Secondary Education, U. S. Bureau of Education, Bulletin, 1918, No. 35.

"Conclusions and Recommendations of the Commission on the Social Studies," American Historical Association, Scribners', New York, 1932.

Daniel, Walter G., "The Aims of Secondary Education and the Adequacy of the Curriculum of the Negro Secondary School," Journal of Negro Education, Volume IX, July, 1940, Pp. 465-73.

Dawson, Edgar, Teaching the Social Studies, Macmillan Company, New York, 1933.

_____, "Preparation of Teachers of the Social Studies for the Secondary Schools," U. S. Bureau of Education, Bulletin, 1922, No. 3.

Day, Edmund E., "Basic Responsibilities of General Education in America," The Educational Record, Volume XVII, Supplement No. 10, October, 1936, Pp. 8-22.

Dewey, John, Democracy and Education, The Macmillan Company, New York, 1915.

_____, Experience and Education, The Macmillan Company, New York, 1938.

Douglass, Bennett C., "Some Applications of a Democratic Philosophy of Education to the Preparation of Teachers," Education, March, 1941, Pp. 440-44.

Douglass, Harl R., "Secondary Education for Youth in Modern America," A Report to the American Youth Commission of the American Council on Education, Washington, D. C., 1937.

- Evenden, Edward S., et. al., "Summary and Interpretations," The National Survey of the Education of Teachers, U. S. Office of Education Bulletin 1933, No. 10, Volume VI.
- Flowers, John Garland, Content of Student-Teaching Courses for Training of Secondary School Teachers in State Teachers Colleges, Contributions to Education No. 528, Bureau of Publications, Teachers' College, Columbia University, New York, 1932.
- Fourth Yearbook of the National Society for the Scientific Study of Education, Part I, 1905.
- Frazier, Benjamin W., et. al., "Special Survey Studies," The National Survey of the Education of Teachers, U. S. Office of Education Bulletin 1933, No. 10, Volume V.
- Gore, George W., In-Service Professional Improvement of Negro Public School Teachers in Tennessee, Contributions to Education, No. 786, Bureau of Publications, Teachers' College, Columbia University, New York, 1940.
- Gray, William S., editor, "The Academic and Professional Education of Secondary School Teachers," Proceedings of the Institute for Administrative Officers of Higher Institutions, University of Chicago Press, Chicago, 1935.
- Hall-Quest, A. L., Professional Secondary Education in Teachers' Colleges, Contributions to Education No. 169, Teachers' College, Columbia University, New York, 1925.
- Henzlik, Frank E., et. al., "Reports Relating to the General and Specialized Subject-matter Preparation of Secondary School Teachers," North Central Association Quarterly, Volume XIII, April, 1938, Pp. 438-539.
- Jackson, Reid E., "A Critical Analysis of Curricula for Educating Secondary School Teachers in Negro Colleges of Alabama," unpublished Doctor's thesis, The Ohio State University, Columbus, Ohio, 1937.
- _____, "A Proposed Revision of a 2-Year Curriculum for Training Elementary School Teachers in Negro Colleges," Journal of Negro Education, Volume VI, October, 1936, Pp. 602-611.

Kilpatrick, William H., et. al., The Educational Frontier, D. Appleton-Century, New York, 1933.

Lee, Roy Augustus, "A Critical Evaluation of the Preparation of Secondary School Teachers by Negro Institutions of Higher Learning," unpublished Master's thesis, University of Arizona, 1935.

Linder, Roscoe George, An Evaluation of the Courses in Education in a State Teachers College by Teachers in Service, Contributions to Education No. 664, Teachers' College, Columbia University, New York, 1935.

Learned, William S. and Ben D. Wood, "The Student and His Knowledge," Bulletin No. 29, The Carnegie Foundation for the Advancement of Teachers, New York, 1938.

Peik, Wesley E., The Professional Education of High School Teachers, The University of Minnesota Press, Minneapolis, 1930.

Peterson, William, Philosophies of Education Current in the Preparation of Teachers in the United States, Contributions to Education No. 528, Bureau of Publications, Teachers' College, Columbia University, New York, 1933.

Phillips, Myrtle R., "The Negro Secondary School Teacher," Journal of Negro Education, Volume IX, July, 1940, Pp. 482-497.

"Principles of Curriculum Construction for the Education of Teachers," Twenty-third Yearbook of the National Society of College Teachers of Education, University of Chicago Press, 1935.

Report of the Committee of Ten on Secondary School Studies; National Education Association, The American Book Company, New York, 1893.

Rugg, Earle U., et. al., Teacher Education Curricula, U. S. Office of Education Bulletin 1933, No. 10, Volume III.

Russell, William, "Status of Practice-teaching in Negro Teacher-training Institutions," unpublished Master's thesis, University of Michigan, Ann Arbor, Michigan, 1932.

Spaulding, Francis T., "High School and Life," The Regents Inquiry Into the Character and Cost of Public Education in the State of New York, The McGraw-Hill Book Company, New York, 1938.

_____, "Special Problems in Negro Secondary Education," 1940 Yearbook Issue of the Journal of Negro Education, Volume IX, Pp. 532-541.

_____, et. al., "The Reorganization of Secondary Education," U. S. Office of Education Bulletin 1932, No. 17, U. S. Government Printing Office, 1933.

Stratemeyer, F. B., "A Philosophy of Student-teaching," Eighteenth Yearbook Supervisor of Student-teaching, 1938, Pp. 16-17.

"Study of Teacher Education by the American Council on Education," School and Society, Volume 47, February 19, 1938, Pp. 238-39.

"Study of the Possibility of Training Critical Thinking," School and Society, Volume 50, Pp. 450-51.

Thayer, V. T., et. al., "Reorganizing Secondary Education," Commission on Secondary School Curriculum, Progressive Education Association, D. Appleton-Century Company, New York, 1940.

"The Education of Teachers," Twenty-third Yearbook of the National Society of College Teachers of Education, University of Chicago Press, Chicago, 1935.

"The Purpose of Education in American Democracy," The Educational Policies Commission, National Education Association, Washington, D. C., 1938, Pp. 1-20.

"The Social Studies Curriculum," Fourteenth Yearbook of the Department of Superintendence of the National Education Association, Washington, D. C., 1938, Pp. 246-278.

"The Study of History in Schools," Report to the American Historical Association by the Committee of Seven, Macmillan Company, New York, 1899.

"The Social Studies in General Education," A Report of the Committee on the Function of the Social Studies in General Education for the Commission of Secondary School Curriculum, Progressive Education Association, D. Appleton-Century Company, New York, 1940.

"The Study of History in Secondary Schools," Report to the American Historical Association by the Committee of Five, Macmillan Company, New York, 1911.

Watson, Goodwin, et. al., Redirecting Teacher Education,
Columbia University Press, New York, 1935.

Wesley, Edgar B., Teaching the Social Studies, D. C. Heath
and Company, Chicago, 1937.

"What the High Schools Ought to Teach," The Report of a
Special Committee on the Secondary School Curriculum,
The American Youth Commission, American Council on
Education, Washington, D. C., 1940.